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ABSTRACT

This information analysis paper is based on a computer search of the ERIC database from November 1966 through December 1983, and on pertinent outside resources. The paper focuses on the specific problem areas encountered by international students including health problems; educational and vocational problems (e.g., language difficulties, lack of training opportunities); and personal adjustment problems. Counseling and psychotherapy interventions and guidelines are discussed as they relate to the specific needs of international students for academic advising, career counseling, and adjustment counseling. Finally, areas for future research on counseling international students are delineated. A reference list, a list of suggested additional resources, and a printout of the computer search with bibliographic citations and abstracts complete the document. (MCF)

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COUNSELING INTERNATIONAL STUDENTS

Frederick T. L. Leong

Searchlight Plus: Relevant Resources
In High Interest Areas. 56+

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC database
November 1966 through December 1983

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1984

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INTRODUCTORY NOTE

A **Searchlight Plus** is an information analysis paper based on a computer search of the ERIC database from 1966 to the present and on pertinent outside resources. The paper reviews, analyzes and interprets the literature on a particular counseling topic and points out the implications of the information for human services professionals. The purpose of the **Searchlight Plus** is to alert readers to the wealth of information in the ERIC system and to create a product that helping professionals will find practical and useful in their own work.

Included with the paper is a printout of the computer search, which provides complete bibliographic citations with abstracts of ERIC journal articles and microfiche documents. Journal articles cited in the paper are identified by EJ numbers and are available in complete form only in their source journals. Microfiche documents are cited by ED numbers and are available in paper copy or microfiche form through the ERIC Document Reproduction Service. (Details are provided on the colored cover sheets at the back of the publication.) Documents may also be read on site at more than 700 ERIC microfiche collections in the United States and abroad.

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COUNSELING INTERNATIONAL STUDENTS

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INTRODUCTION

International students have been coming to the United States in increasing numbers, especially in the last two decades—50,000 in 1960, 120,000 in 1970, and over 300,000 in 1980 (Boyan, 1981). Unfortunately, attention to the students' concerns has not kept pace with their numbers. As recently as 1982, a survey of selected major universities by the Institute of International Education found a lack of coherent policies regarding international students (Goodwin & Nacht, 1983). Nevertheless, many student personnel workers and institutions have been concerned with the students' adjustment and experience, as demonstrated by the activities of the National Association for Foreign Student Affairs (NAFSA), and by the numerous books published during the last 25 years (see Additional Resources).

In this paper, the discussion will focus on the specific problem areas encountered by international students--health, education-vocation, and personal adjustment—and on a review of various counseling and psychotherapy interventions and guidelines. The concluding section will summarize major themes and directions for future research.

PROBLEM AREAS FOR INTERNATIONAL STUDENTS

Health Problems

Health problems are included in this paper in an effort to provide a holistic counseling perspective and to respond to an area that is a significant problem for international students. According to Maha's (1964) study, they

were much more likely than the general student population to visit the university health center. In this study, the international students averaged 3.7 visits per year compared to 2.8 visits for the latter group. In a similar study, Rice (1974) found that international students at two universities averaged 3.88 visits to the health center per academic year compared to 2.07 visits for the overall student population.

On the surface, international students appear to suffer from more health problems than the local students. However, some evidence points to an additional or alternative factor which may be referred to as the "somatization tendency." Several authors have observed that international students' greater utilization of health centers may be due to their adoption of somatic complaints when faced with adjustment problems (Miller, 1960; Ward, 1962). Clinicians have also noted the salience of somatic complaints among international students presenting psychiatric disorders (Ichikawa, 1966; Selby & Woods, 1966; Zunin & Rubin, 1967). This somatization tendency is also quite common among students from Asian cultures, since these cultures are more likely to frown upon psychological problems but not physical problems (Leong, 1984).

A study by Miller and Harwell (1983) offers conflicting data on this issue of utilization. In their survey of 88 international students enrolled at the University of Toledo, they found that the university health service was not used by a majority (78%) of the international students. Only 12% of the Asian and the Middle Eastern student groups used the university health center, while 37% of the Latin American students did. Interestingly enough, the Asian students were more likely to use a local doctor (55%) than the Middle Eastern (3%) and the Latin American (34%) students.

Moreover, Rice's study (1974) found that over 78% of the international students had visited the health center less than five times during the academic year, and that the higher rate of service utilization was due to excessive visitations by 22% of this population. With such conflicting results, the under- or over-utilization of health services among international students will have to await more definitive research.

Rice (1974) also divided the students into frequent vs. infrequent visitor groups for comparison. The few differences he found may be due to their demographic nature; i.e., the frequent visitor, when compared to the infrequent visitor, tended to be younger, an undergraduate, and living on campus.

Miller and Harwell's (1983) study also collected some useful information on these students' help-seeking behaviors. For example, three out of four of the international students indicated that if they became sick, they would go to a drug store for medicine. When asked how they would go about locating a physician, 24% said they would use the yellow pages, 19% would ask their friends, 18% didn't know, 13% would consult the university health service, and 10% would consult a hospital. The students were also asked to report the health problems they had experienced since their arrival. The four leading health problems were fatigue, homesickness, headaches, and colds.

Fatigue may be the result of culture shock and the adjustments that international students have to make to a new environment and a new culture. Homesickness is common during the early period of the sojourn, but future research will have to examine when and how homesickness is maladaptive. Given the students' adjustment demands, it is not surprising that they suffer frequently from headaches and colds, both of which increase with stress. It would be useful to investigate how many of the international students' health problems are stress induced or stress related. The nature of these health problems is certainly an area in need of additional research.

In addition to these empirical studies, several papers have addressed the provision of health care to international students from clinical and theoretical perspectives. For example, Williamson (1982) discussed the various impediments to health care for international students by dividing factors as attributable to either the student or the provider. Student factors include previous health care experience, language barriers, culture shock and geographically specific diseases (e.g., malaria and TB). Provider factors include ethnocentrism, cultural stereotyping, and ignoring cultural elements in diagnosis and treatment. Williamson also considers ways of overcoming these barriers, based on the following rule-of-thumb: Ask the international student, "What would you do and how would you be treated if you had these symptoms in your home setting?"

Siegel (ED 233 609), on the other hand, emphasized the role of the international student adviser in ensuring effective health care services to international students, while Osborne and Dirksen (1970) examined the problems of providing medical care to foreign student families. Studies such as these highlight the importance of orienting international students to the health care system, in addition to the academic system, in order to ensure a productive experience for these students from abroad.

Educational and Vocational Problems

In some respects, international students encounter the same educational and vocational problems as their American counterparts, but there are a number of unique problems as well. For example, unfamiliarity with the American academic system means that, in addition to learning course material, many students have to master the new grading system and the differences between units and credits, semesters and trimesters, etc. They also have to become accustomed to the use of discussion sections and numerous multiple-choice examinations (see Maxwell, 1974).

Language difficulties constitute by far the most common educational problem encountered by international students. Studies have examined the role of English proficiency in their academic success (e.g., Sharon, 1972); others have examined ways of improving their language skills by using classroom debates (MacDonald, 1981), counseling (ED 221 039), intensive language programs (ED 224 293), and other sociopsychological techniques (Alptekin, 1981). For more information on language problems among international students, Robinson's Cross-Cultural Understanding (1984) can serve as a good resource. Leong and Sedlacek (1982) looked at the English skills the international students were most interested in improving; reading was at the top, followed by speaking, spelling , and writing. Manese, Leong and Sedlacek (1984) investigated a broader range of academic needs and found the following major concerns: (1) receiving help in selecting/scheduling classes, (2) developing more effective study skills, (3) improving one's writing skills, and (4) becoming more comfortable in speaking up in class. On the other hand, the students were least concerned with: (1) reducing their anxiety about math and test-taking, (2) understanding how to use the library better, and (3) receiving help in becoming involved in school activities. In short, English language skills and the peculiarities of the American academic system are more important areas of need than improvements in basic academic skills.

Another unique problem for international students is how to find "practical training" after completing a degree (ED 220 012). Even though the opportunity to obtain hands-on training is legally provided for by the Immigration Service, locating these opportunities is a major obstacle. Not many employers are willing to train personnel who have to return home at the end of the training. At the other extreme, given the level of U.S. technology, international students may often be "over-trained" (Lynton & Pareek, 1967). Because sophisticated techniques and machinery are

not available in their home countries, many of these students end up staying in the U.S., thus contributing to the "brain drain" problem (Adams, 1968; Myers, 1972).

Problems also exist at the other end, i.e., with the recruitment process. With the dwindling enrollment among U.S. colleges, more and more admissions offices are turning toward international students as an alternative source of recruits (EJ 197 546; Thomas, 1974). Unfortunately, this demand has resulted in some unethical practices (Fiske, 1981), as well as the criticism that U.S. colleges are interested in these students as "filler" (Goodwin & Nacht, 1983) or sources of revenue, rather than in their education and development. Moreover, upon arrival in this country, many of these students discovered that there were few or no support services to help them with their unique problems.

Other studies have investigated the educational problems encountered by various subgroups of international students, such as those attending junior or community colleges (Davis, J. M., 1971; Hagey, & Hagey, 1972); those who have come to study nursing (Dhillon, 1976) or natural science (EJ 084 791); and those who transfer from one college to another (Baker, 1975). All of these studies have examined the unique educational problems faced by international students in the various institutions and academic disciplines.

What we know about the educational problems of international students is not extensive, and we know even less about their vocational problems, especially in terms of empirical studies. The few studies which are presently available are primarily theoretical or clinical. For example, McCluskey (1969) argues that our educational institutions are not really doing enough to prepare international students for careers back in their home countries. This may be due to a number of factors: the "filler" and "over-training" problems mentioned above; a lack of knowledge about the vocational/occupational system in the home country; the view that career planning and placement are primarily the international students' responsibility; or the absence of a well-developed career planning office.

No empirical studies exist of the career or vocational problems experienced by international students. The few studies which deal with their career development are primarily concerned with how to do career counseling; they will be reviewed in the counseling section of this paper.

Personal Adjustment Problems

The personal adjustment problems encountered by international students can be divided into three types, even though there is considerable overlap between them. The first involves problems common to all college students, such as adjusting to being away from home, living with peers, and becoming autonomous (Chickering, 1969; Walton, 1968). The second includes problems common to most sojourners, who are defined as travellers living abroad for a certain period of time, such as students, diplomats, businessmen, missionaries, and military personnel (Brein & David, 1971). Typical sojourner problems include culture shock, culture fatigue and role shock (Church, 1982). In the third set of adjustment problems are those unique to international students, such as financial difficulties and immigration problems. The studies reviewed in this section will include adjustment problems of all three types in various combinations.

According to a survey administered by Stafford, Marion, and Salter (ED 155 579), undergraduate international students experienced the greatest level of difficulty in the following areas: English language, academic course work, finances, food, unfriendliness of the community, and maintenance of cultural customs. The language problem is directly related to academic performance, but it can also have negative effects on the social and interpersonal adjustment of these students. The graduate international students had the most difficulty with homesickness, social relationships with members of the opposite sex, and obtaining suitable housing.

In a similar study conducted by Johnson (1971), it was found that international students rated the following as important problems: English language proficiency (60%), ability to get along financially (55%), separation from family in the home country (53%), and homesickness (50%). Johnson also compared the perceptions of international students with those of United States students. Statistically significant differences were found only in the areas of homesickness, separation from family, and food. Interestingly enough, the U.S. students felt that food was more of a problem than the international students. Differences in the other two areas were in the expected direction of their being more problematic for the international students.

In Church's (1982) review of the literature, he found that the most common problems reported by international students were language difficulties, financial problems, adjustment to a new educational system, homesickness, and

adjustment to social customs and norms. (See Church's article for a detailed list of problems.) In fact, Church observed that these problems have stayed essentially the same over the last 30 years; this observation seems to be supported by the literature (EJ 250 039, EJ 198 265, EJ 014 281, ED 225 499, ED 066 138).

Other less common adjustment problems include immigration problems (ED 197 633) and minor psychological disorders such as alienation, depression and anxiety (EJ 163 216, EJ 030 418; Bourne, 1975; Furnham & Trezise, 1983; Klineberg & Hull, 1979; Ko, 1978; Nelson, 1958; Yeh et al., 1979).

Within major types of adjustment problems, there are regional and national differences in the degree to which these problems are experienced. For example, Stafford, Marion, and Salter (ED 155 579) found that students from the Orient and South East Asia had more difficulty with the English language than the Indian, Pakistan and African students. In addition, students from South and Central America and South East Asia reported the lowest levels of difficulty with future vocational plans, while Oriental, Indian, and Pakistani students reported the highest level of difficulties. In terms of the unfriendliness of the community, African students reported the highest level of difficulty.

In another study of cultural differences in adjustment difficulties, Perkins, Perkins, Guglielmino, and Reiff (1977) compared Chinese and Indian students. They found that the Chinese had significantly more problems than the Indian students in the following areas: English proficiency, adequacy of their educational preparation, racial or religious discrimination, unfriendliness of the people from the community, homesickness, and interaction with people from their own country.

There is a series of studies which have examined the adjustment problems of students from specific countries, the majority of which are unpublished doctoral dissertations. The published studies have examined students from China (Chu, Yeh, Klein, Alexander, & Miller, 1971; Ko, 1978); Iran (Hojat, 1982; Payrind, 1979); Nigeria (Arubayi, 1981); other African countries (Pruitt, 1978); Arab countries (EJ 265 903); Asian countries (Dhillon, 1970); Turkey (Davis, F. J., 1973); and Brazil (Gama & Pedersen, 1977). The last three studies also dealt with the problems of "reentry"; i.e., the re-adjustment difficulties upon return to the home country. The problems of reentry seem to be an area in need of additional research.

In addition to the types of problems, some studies have examined the level of adjustment among international students. One common way of measuring this has been to assess the students' overall satisfaction with their sojourn (Deutsch, 1970; Hull, 1978; Klineberg & Hull, 1979). As indicated in Church's (1982) review, the level of satisfaction among international students varies according to the host country and presumably the student's country of origin as well. Church also pointed out that the level of satisfaction with academic or professional aspects is generally higher than satisfaction with nonacademic or social aspects. If this pattern of satisfaction continues to be supported by future studies, there are definite implications for improving our services to international students, particularly with regard to their social or extracurricular activities.

Finally, a number of authors have outlined models of adjustment among international students. Taft (1977) provided a framework for examining how various groups coped with unfamiliar cultures. He described five situations requiring cultural adaptation: sojourning, settling, subcultural mobility, segregation, and changes in society. International students were included in the first category of sojourning. In examining the various factors related to the difficulty of cultural coping, Taft (1977) concluded that "the magnitude of the coping task imposed by a change in one's cultural environment varies considerably according to the size of the gap, the abruptness of the discontinuity, the salience of the changes to the person's behavioral functioning, and the degree to which the new environment encompasses that functioning" (p. 124). Given below is Taft's delineation of these factors (pp. 124-126):

(1) Size of the gap: The greater the disparity between the familiar and the unfamiliar culture, the more difficult it is to bridge the gap. Such factors as the language used and known by the members of the new society, its economic structure and level of technology, the size and complexity of formal society and its political structure, its specific ceremonies and rituals, and the style of primary social relationships are all highly relevant to the size of the gap.

(2) Abruptness of Discontinuity: The abruptness of change can be modified by either the existence of a transitional stage or by lack of pressure to change. The transitional period may be a contrived training course preparatory to making the change, such as the Peace Corps training schools. However, the effect of the abruptness of change on the style of coping is not a simple one.

(3) Salience of changes to functioning: Whether or not an abrupt change from one culture to another is debilitating to a person's functioning will depend partly on the degree to which the change is salient to his behavior. The definition of salience involves the concept that some areas of activity are more central to the ego than are others; i.e., they are more closely associated with the person's self-esteem.

(4) Encompassing degree of new culture: It is suggested that the difficulty in coping is a function of the degree to which the new culture is all-encompassing. Persons who move into new societies often do not wish to adapt any more than they need to, and it is possible to minimize this requirement by such devices as avoiding contacts as much as possible, or by immersing oneself in a group in the new society that embodies the old culture.

Seelye and Wasilewski (cited in Brislin, 1981) provided a different perspective on cross-cultural adjustment. They interviewed 200 sojourners and identified five types of coping processes or strategies (pp. 277-278):

(1) Nonacceptance (also called avoidance): Sojourners simply behave as they would in their own country. They refuse to spend extra time and effort learning host norms.

(2) Substitution: Sojourners learn the response judged most appropriate by hosts and behave accordingly.

(3) Addition: Refers to a more selective use of one's knowledge. Sojourners make a judgement regarding appropriateness of behavior in different situations, and then behave either as they would at home or according to host country norms.

(4) Synthesis: Sojourners combine and integrate elements from different response patterns. Examples are easiest to see in material aspects of culture such as clothing or food.

(5) Resynthesis (also called creation/innovation): Refers to an original integration of ideas not found in either culture. This strategy demands a nonethnocentric attitude since no one culture can be looked upon as having the standard of excellence. Resynthesis also involves risk, since the sojourner never knows if the response will be effective.

In addition, it was found that 75% of the sojourners used three or more strategies to meet different demands at different times. Hence, the five strategies do not form a hierarchy where one is considered better than another. They emphasized that coping is not a one-strategy-for-each-person phenomenon. Rather, sojourners need to draw on different strategies at different times.

Learning these different strategies is the focus of Bochner's (1982) Culture Learning Model. According to this model, the major task for the sojourner is not to adjust to a new culture but to learn its salient characteristics. In order to work and learn effectively in the new setting, the sojourner needs to acquire the social skills of the host culture (p. 164):

> (1) Failures and problems experienced by the sojourner need not be regarded as symptoms of some underlying pathology, but rather due to the lack of the necessary cultural skills and knowledge. Consequently, remedial action does not involve seeking out conflicts or systematic desensitization. Rather, remedial action involves imparting appropriate knowledge and skills, and this may be achieved by using standard social skills training methods such as instruction, modeling, role-playing, video-feedback, and homework.
>
> (2) "Adjusting" a person to a culture has connotations of cultural chauvinism, implying that the newcomer should abandon the culture of origin in favor of embracing the values and customs of the host society. On the other hand, learning a second culture has no such ethnocentric overtones. There are many examples in life when it becomes necessary to learn a practice even if one does not approve of it, and then abandon the custom when circumstances have changed.

Finally, several investigations have presented models of cross-cultural adjustment over time. These models have also been called stage models. For example, Church (1982) reviewed a series of studies describing the U-curve adjustment hypothesis. According to this hypothesis, the sojourner's level of adjustment is a function of time in the new culture. The U-curve represents an initial optimism and elation in the host culture, often referred to as the honeymoon period. This is followed by a subsequent dip or "trough" in the level of adjustment, which is followed by a gradual recovery to a higher level of adjustment.

Smalley (1963) proposed a stage model which combined culture shock and the U-curve hypothesis. The four phases of this model as reviewed by Bochner (1982, p. 168) include:

(1) Fascination with the new culture, yet being faced with various barriers preventing social interactions with host nationals.

(2) Hostility and frustration with aspects of the new culture and a possible emphasis on the popularity of the original culture.

(3) Improvement and adjustment with an expression of humor and decreased tension.

(4) Biculturalism where the sojourner develops a full understanding of host cultural norms.

Gullahorn and Gullahorn (1963) proposed a modification of the U-curve hypothesis called the W-shaped hypothesis (see Brislin, 1981, pp. 279-282). According to this hypothesis, the sojourner often experiences an additional readjustment process (the second curve forming the W) upon return home. The second curve has also been referred to as "reverse culture shock," a period of transition from which sojourners eventually recover.

From a counseling perspective, these and similar models are quite useful in providing a focus for a variety of interventions to enhance the adjustment of international students, whether they are remedial or preventive interventions. However, further empirical validation is needed before resources are committed to intervention programs based on these models.

COUNSELING INTERNATIONAL STUDENTS

During their sojourn in the host country, international students may require any number of student services, including academic advising, career counseling, counseling for personal problems, and psychotherapy for mental health problems.

International student advisers represent the front line in terms of providing or referring the appropriate services to international students. Dalili (ED 225 499) discussed the specific responsibilities associated with this role, which include assistance with admissions procedures, cultural and academic orientation, information about institutional facilities and services, and an understanding of relevant laws concerning nonimmigrant visas.

Dalili (ED 225 499) also distinguished between the roles of the international student adviser and the counselor. While both are concerned with the students' adjustment, they approach it with different techniques and emphases, as a function of their training. The counselor, for example, may be more properly concerned with psychological problems, whereas academic advising falls within the purview of the adviser. An early paper from the National Association for Foreign Student Affairs (ED 017 035) described the international student adviser as a liaison between the international student and his or her academic adviser, but in the field Walker and Alcorn (1968) examined the behaviors of international student advisers and found that 47% of their total reported behaviors were devoted to providing services to these students as individuals. Providing academic assistance was ranked fourth (13%), after developing better relations between foreign students and Americans on campus (14%) and promoting better relationships between foreign students and the community (13.8%).

The pressing needs of international students and the complicated nature of making referrals are reflected in the updated NAFSA guidelines:

> Unfortunately, there is no standard set of guidelines which any Foreign Student Adviser can use to determine when, how, and where to refer a foreign student who needs special help. It depends in part on what kinds of resources are available on campus and in the community. More importantly, it is unavoidably a subjective decision - subjective for both the adviser and the student. (National Association for Foreign Student Affairs, 1975, p. 11)

This paper does contain some useful guidelines on academic advising with international students and may be obtained directly from NAFSA (see Additional Resources for the address). In addition, Althen (1984) has written a book specifically devoted to advising international students.

International student advising and how it is practiced in other countries has also been addressed in several papers. Trevelyan (EJ 063 896) discussed the situation in London, England, while Chandrasekharaiah (EJ 020 613) addressed the same problem in Canada, and Vroman (ED 066 699) discussed his observations in Japan.

Career problems constitute the second area in which international students may need counseling. Despite a dearth of empirical studies on international students' career development, several papers provide guidelines on how to do career counseling with international students. DeAntoni (EJ 052 305) described the approach taken by the Career Center at Cornell University. An additional counselor was hired to serve as the Foreign Student Employment Adviser, whose responsibilities involved directing the university's efforts in foreign student career counseling and placement assistance. The program had a dual focus in response to the needs of the international students. The first was to assist international students who wanted to return home to seek employment. This involved contacting embassies of the countries represented by Cornell's international student population in order to locate liaisons for the students. The second focus was to help those students who wanted to remain in this country by teaching them job-hunting skills and finding relevant "practical training" experiences.

DeAntoni (EJ 052 305) observed that few professionals were willing to make the effort to develop expertise in the employment/occupational/career problems of international students. He went on to outline the three areas of expertise that would be required in order to provide effective career counseling services to international students: (1) one must be knowledgeable about the pattern of socialization, maturation, and lifestyle of the cultures represented by international students; (2) one must be able to predict the effects of an American educational experience upon these patterns; and (3) one must be sensitive to the dynamics of cross-cultural communication. The career counselor must be constantly aware of these three areas as they intermingle to create unique situations for every international student.

One of the major vocational problems encountered by international students is that of obtaining relevant education and training. Eddy (1972) suggested that we need to advise international students about their college careers and majors. He uses the example of a student who chooses to major in aerospace engineering, but who comes from a country that has no plans for engineering schools or airplane facilities. This student may well face unemploy-

ment at the end of his or her college education. In addition, even if this student decided to immigrate and settle down in this country, the education would be of limited value given that there are already thousands of unemployed aerospace personnel in a glutted job market. Indeed, as Lynton and Pareek (1967) have observed, the majority of the engineers from developing countries trained in the United States (i.e., 30,000 in the last 20 years) did not return home to work as engineers upon the completion of their training.

Althen and Scott (EJ 285 159) provided some advice on dealing with international students who have unrealistic academic objectives. They explored the attitudes and motivations of students with unrealistic academic and career aspirations, contrasting American students with international students. Stereotypes, cultural biases and biases in counseling approaches were cited as major factors in the tendency of counselors to be less effective with international students. The authors' recommendations for dealing with some of these factors included exploring students' motivation, providing reality testing, presenting alternatives, and making adjustments in the adviser's or counselor's approach.

Ho (EJ 075 150), in an analysis which is quite similar to DeAntoni's (EJ 052 305), pointed out that counselors seeking to help international students with their job hunting need to be aware of some of the unique problems confronting these students. These problems include the effects of visa status uncertainties, personal acculturation limitations, stereotyped behavioral expectations of prospective employers, difficulty with formal and informal English, lack of employment opportunities in their fields, and unfamiliarity with American job-hunting techniques.

Like DeAntoni (EJ 052 305), Ho (EJ 075 150) outlined three sets of factors counselors will need to attend to in order to help international students effectively in job placement and career counseling: (1) cultural factors--an international student's vocational needs and career goals cannot be adequately assessed without considering the frame of reference provided by his or her culture; (2) situational factors--these may serve as important determinants of international students' career goals and choices, for example, employment opportunities and standard of living as better predictors than personal motives and values of whether international students return home; and (3) cross-cultural communication--cultural variables constitute one of the major barriers to effective counseling relationships. For example, if a white counselor encourages an Asian student to engage in individualistic thinking and competition, it may shock or confuse the student.

MacArthur (EJ 239 999) described the career services for international students at Brigham Young University, which were based upon a survey of the students. The survey revealed that the majority of the international students came to the United States with well-thought-out career goals. Hence, international students may not require the kind of career-decision-making assistance many American students require. However, it was found that many of the international students expressed a strong need for assistance with job placement upon completion of their American education. This need is further exacerbated by the international students' long-term absence from their home country and the employment scene.

In order to meet these needs, three programs were developed. The first involved contacting the consular offices to obtain up-to-date employment information in each country. This material was made available to the international students as part of the Career Information Center. The second program was also aimed at improving information channels, and this involved contacting BYU graduates living in foreign countries. These BYU alumni served as valuable liaisons and contact points for international students in their job-search process. Finally, a special career course was developed for international students which allowed them to obtain academic credit while working on their career plans and problems.

Bradshaw and McKinnon (EJ 217 333) provided some guidelines on helping international students with their job placement: (1) as the nature of employment opportunities varies widely by country, an effort must be made to identify these differences; (2) students with B.S. degrees from U.S. colleges are looked upon very favorably in most foreign countries; (3) students should plan to take up to two months to finalize employment after returning home, and assistance needs to be offered during this time period; (4) students need to stay abreast of changes in their home countries in order to enter the work environment there; and (5) students should be careful not to display a "better than you" attitude upon their return to the home country. (See also EJ 141 035 for another discussion of the issues concerning placement of international students.)

Finally, Walter-Samli and Samli (EJ 215 673) have provided the most comprehensive model to date on career counseling with international students. This model involves five stages that correspond to the unique needs of international students: (1) sensitization to the actual career opportunities back home; (2) close contact with academic

and international advisers; (3) mid-program evaluation of career objective realism; (4) evaluation of the cultural relevance of practical training; and (5) preparation for reentry into the home culture. The counselor's role is to help the international student assess whether each of the stages has been successfully completed before moving on. For example, after the first stage, the counselor and the student need to determine whether the student is sensitive enough to the actual career opportunities back home to choose the proper academic curriculum. If yes, the student moves on to the second stage. If not, the student remains at the first stage until the task is successfully completed.

The authors also discuss some of the counselor skills and knowledge which would facilitate a smooth progression through the stages by international students. For example, a general knowledge of the social, political, and economic conditions in the home country would help in assessing the student's particular cultural realm for career planning. Also, the counselor's awareness of whether clients are likely to be active or passive, depending on the cultural background, can provide cues for counselor interaction. Familiarity with key cultural values would also facilitate effective communication.

In addition to academic and vocational problems, international students may need counseling for personal and emotional adjustment difficulties. Inasmuch as counseling international students always involves cross-cultural communication, some of the barriers to effective communication have already been discussed in the previous section on career counseling. From a general perspective, Walter (ED 159 751) has pointed out that counseling services to meet the special needs of international students are few in number and generally ineffective. She went on to argue that while cross-cultural counseling is different, it is not impossible, especially if the counselor is able to emphasize the client's culture and not his or her own. This could be achieved by the inclusion in counselor training programs of courses and practical experiences in cross-cultural counseling.

Dillard and Chisolm (EJ 282 403) made similar arguments, emphasizing that the value orientation of both cultures must be considered to facilitate the students' psychosocial development in this country and again in their own culture upon completion of their studies. These authors used a series of examples, including Korean, Japanese, Chinese and Columbian students, to illustrate that international students bring a multitude of values, attitudes, and experiences which may influence the counseling relationship. They concluded that counseling goals and strategies

must be culturally relevant to and consistent with both the international student as an individual and his or her culture. They also pointed out that these cultural differences may influence the international students' help-seeking behaviors and preferences.

Huang (EJ 163 216), in discussing ways of helping international students with their mental health problems, focused on four major problems. The first involved communication barriers such as English deficiency, which often led students to overwork, inadequate sleep, lack of recreation, social isolation, loneliness, depression, and realization of possible failure. The second was the necessity of shifting cultural gears that involved acculturative stress; i.e., how to balance the need to do as the Romans do and yet be able to retain one's own cultural heritage and identity. The third problem area involved the attempt to replace the social network of family, neighbors and friends left behind. Depending on the adaptability of the student and the receptivity of American peers and the community, failure to build this new social support network could result in alienation and disorientation. The fourth area was that of multiple accountability. Unlike the American student, academic failure for the international student could lead to intense shame and humiliation because of high parental or familial expectations and monetary investment. Huang discussed the need to help international students deal with the stress created by these four problem areas, as well as a preventive strategy to reduce the level of institutional and environmental pressures on them.

Taking a different approach, Alexander, Klein, Workneth, and Miller (1981) provided a series of guidelines for making and establishing therapeutic contact with international students. This article provides a great deal of information on doing counseling and psychotherapy with international students. Each of the guidelines is well-elaborated in the article and is worth some careful study (pp. 241-242):

(1) Keep in mind that it has not been easy for the patient to have come for help.

(2) Remember that on initial contact, what to the therapist might be construed as openness and honesty may be to the patient an invasion of his privacy.

(3) Do not assume that he intuitively or automatically understands the meaning, source, or significance of symptoms, feelings or styles.

(4) Be aware of your own response to a person from another culture, so that you can work at bridging cultural gaps and not contribute to them.

(5) Never underestimate the foreign patient's sense of both national and personal pride and the threat to it that is represented by the situation in which the patient now finds himself.

(6) Take care that you do not rely on cant or bluster when communication becomes difficult, or when you do not understand or agree with the value system of the patient.

(7) Above all, forego the temptation to define therapeutic movement in American terms or attempt to "Americanize" the foreign patient.

(8) Never lose sight of the foreign patient as an individual--unique, distinct, and nobody's stereotype.

In contrast to the above articles on cross-cultural counseling skills, other authors have described counseling programs. McMillen (ED 131 357) outlined a nontraditional approach to counseling international students in order to ensure the optimal development of the student as well as a positive exchange experience. The highlights of the program included a determination of needs and objectives, inservice training, evaluation procedures, and the use of international alumni as a continuing resource. The feasibility of testing and institutional accountability was also examined. Altscher (ED 134 888), on the other hand, provided a rationale for a counseling program designed uniquely for international students given their special needs. These needs arise from unfamiliar customs, unappetizing food, a novel educational system, loneliness and isolation, communication difficulties, prejudice, confusion about relationship building, and lack of knowledge about social and student etiquette. Other guidelines for intervention include orientation programs (ED 230 154, ED 201 950, ED 165 524, ED 024 964) or general student personnel services for international students (EJ 092 397, EJ 014 262; Penn & Durham, 1978; Story, 1982). The first set of studies outlined procedures for providing an effective orientation to incoming international students, while the second set dealt with a variety of recommendations for improving services to international students.

SUMMARY AND FUTURE RESEARCH

Major Themes and Future Research

The major themes in the literature on counseling international students have been represented by the four major sections of this paper: health problems, educational-vocational problems, personal adjustment problems, and the actual practice of counseling international students. Each of these areas is in need of more empirical research, but the greatest need would be in the area of counseling practice. Two recent studies can serve as excellent examples of the kind of research which needs to be conducted. The first, by Yuen and Tinsley (EJ 238 357), compared the counseling expectations of international and American students. They found that the American students expected that the counselor would be less directive and protective, and that they themselves would be more responsible for improvement. The Chinese, Iranian, and African students, on the other hand, expected to assume a more passive role and the counselor to be a more directive and nurturing authority figure. The second study, by Dadfar and Friedlander (EJ 266 912), examined the attitudes of international students toward seeking professional psychological help. They discovered that prior contact, continent of origin, and experience with professionals influenced whether the international students perceived professional counseling and psychotherapy as appropriate means of solving personal difficulties.

Both these studies have direct implications for counseling international students. Yuen and Tinsley (EJ 238 357) pointed out, first, that international students may need more knowledge about counseling as a helping resource. They suggested that information about the purpose, facilities, personnel, and the actual counseling process should be included as part of the orientation for all incoming international stuents. Second, they observed that counselors, when working with international clients, should be especially aware that the assumption that there is a common ground of shared expectancies is probably incorrect. Instead, counselors need to take the extra time to learn the different cues and signs that international students use in communicating, as well as the expectations the students are holding. Dadfar and Friedlander (EJ 266 912) made similar recommendations by pointing out that counseling centers might do well to initiate educational outreach programs designed specifically for this population. Additionally, effective cross-

cultural counseling with these students may require gaining client trust by acknowledging the conflict over solving problems in a manner that may violate ethnic mores of privacy and independence.

The other area most in need of additional empirical research concerns international students' vocational problems and the provision of effective career counseling and placement services. The majority of international students have come to the United States to prepare and train for careers back home, but most studies have focused on their personal adjustment in this country, with little or no attention to what happens when they return home. The comprehensive model of career counseling with international students proposed by Walter-Samli and Samli (EJ 215 673) could serve as a valuable starting place for more empirical research in this area.

The academic problems of international students seem to be receiving adequate attention, as they fall under the jurisdiction of a large and responsive organization, the National Association for Foreign Student Affairs. Language difficulties have been ably responded to by ESL (English as Second Language) and TESOL (Teaching English as a Second Language) programs. Personal adjustment problems, although already receiving a great deal of research attention, could benefit from an examination of the relationship between personal adjustment problems and other areas, such as health problems, help-seeking behaviors, and counseling outcomes.

Finally, the various models which have been proposed to account for the adjustment of international students (e.g., U-curve hypothesis) can be quite useful in directing counseling interventions. However, they too could benefit from additional empirical support. Future research could compare and contrast these models in terms predicting international students' adjustment and response to counseling, depending on which stage the students are in.

In summary, counselors working with international students would benefit from a better understanding of the nature of the problems encountered by these students. Up until now, the relevant literature on international students and the accompanying counseling recommendations have been scattered throughout various books, journals, and technical reports. This Searchlight Plus, in providing a review of the literature, can serve as a comprehensive resource to counseling international students. Counselors may find this paper and the information contained within useful in several ways: (1) as an overview to the myriad of problems facing international students; (2) as a guide to specific problem areas and to appropriate counseling recommendations, e.g., career counseling; (3) as a training

resource either in graduate counseling programs or in in-house training programs for student affairs personnel; and (4) as a guide for future research on international students.

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ADDITIONAL RESOURCES

Organizations

Intercultural Press
P.O. Box 768
Yarmouth, Maine 04096

National Association for Foreign Student Affairs
1860 19th Street N.W.
Washington, D.C. 20009

Society of Intercultural Education, Training
and Research (SIETAR)
1414 Twenty-Second Street N.W.
Washington, D.C. 20037

Books

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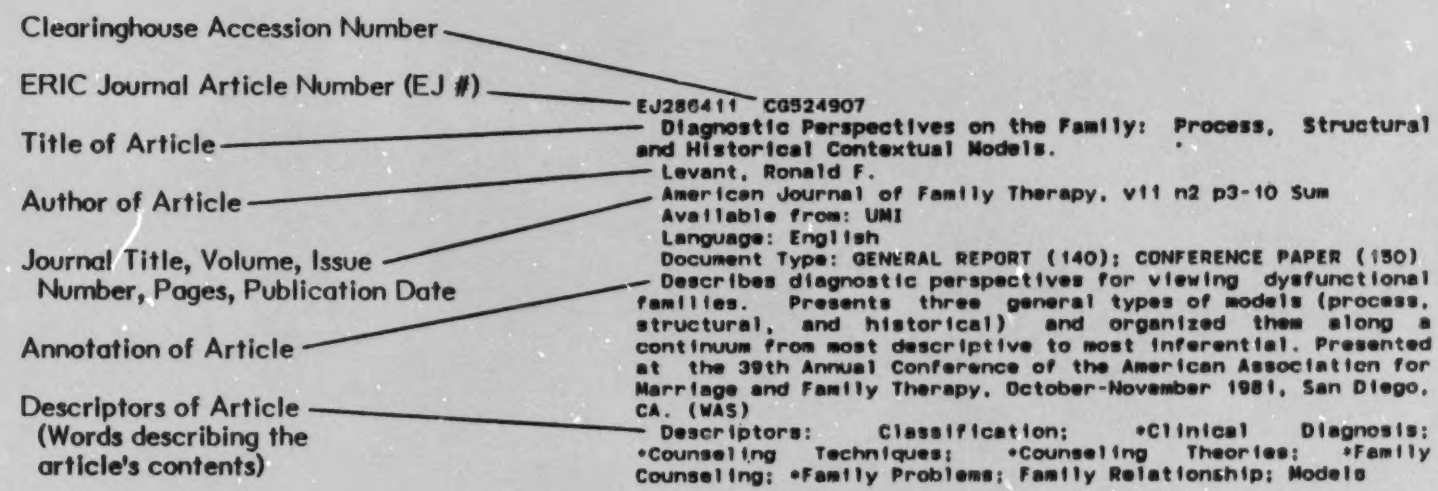
FORMAT OF ERIC JOURNAL ARTICLES (EJ NUMBERS)
INDEXED MONTHLY IN CURRENT INDEX TO JOURNALS IN EDUCATION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Journal Title, Volume, Issue Number, Pages, Publication Date
Annotation of Article
Descriptors of Article (Words describing the article's contents)
EJ286411 CG524907
Diagnostic Perspectives on the Family: Process, Structural and Historical Contextual Models.
Levant, Ronald F.
American Journal of Family Therapy, v11 n2 p3-10 Sum
Available from: UMI
Language: English
Document Type: GENERAL REPORT (140); CONFERENCE PAPER (150)
Describes diagnostic perspectives for viewing dysfunctional families. Presents three general types of models (process, structural, and historical) and organized them along a continuum from most descriptive to most inferential. Presented at the 39th Annual Conference of the American Association for Marriage and Family Therapy, October-November 1981, San Diego, CA. (WAS)
Descriptors: Classification; *Clinical Diagnosis; *Counseling Techniques; *Counseling Theories; *Family Counseling; *Family Problems; Family Relationship; Models

JOURNAL ARTICLES ARE AVAILABLE ONLY IN THE JOURNALS CITED. THE ARTICLES ARE NOT ON MICROFICHE.

EJ285159 CG524765
Advising and Counseling Students Who Have Unrealistic Academic Objectives.
Althen, Gary; Stott, Frances W.
Personnel and Guidance Journal, v61 n10 p608-11 Jun 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Explores the attitudes and motivation of American and foreign students who have unrealistic academic or career aspirations. Discusses counselors' and advisors' sterotypes and biases that may contribute to difficulties with such cases. Offers practical suggestions for working with students and adjustments counselors can make within themselves. (JAC)
Descriptors: Academic Aptitude; *College Students; *Counseling Techniques; *Counselor Attitudes; Cultural Differences; *Educational Counseling; Foreign Students; Higher Education; *Occupational Aspiration; State of the Art Reviews; Student Characteristics; *Student Educational Objectives; Student Motivation

EJ282403 CG524365
Counseling the International Student in a Multicultural Context.
Dillard, John M.; Chisolm, Grace B.
Journal of College Student Personnel, v24 n2 p101-05 Mar 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Discusses how cultures of international students on university campuses influence the students' behavior in and out of the counseling situation. The role of verbal and nonverbal communication seems to be central to the interaction between student and counselor. Counselors also need to be understanding and tolerant of cultural values. (Author/JAC)
Descriptors: College Students; Communication Skills; *Counseling Techniques; *Counselor Client Relationship; *Counselor Role; Ethnicity; *Foreign Students; Higher Education; State of the Art Reviews; *Student Adjustment; Student Characteristics
Identifiers: *Multicultural Counseling

EJ266912 CG522978
Differential Attitudes of International Students toward Seeking Professional Psychological Help.
Dadfar, Sohrab; Friedlander, Myran L.
Journal of Counseling Psychology, v29 n3 p335-38 May 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
International students representing 75 countries (N=172) completed Fischer and Turner's scale of Attitudes Toward Seeking Professional Help. Analyses of results suggested that international students inexperienced with professional help perceive it as a nontrustworthy, inappropriate means for solving personal difficulties. (Author)
Descriptors: College Students; Counseling; Cultural Differences; *Cultural Influences; *Foreign Students; Higher Education; Measures (Individuals); *Student Attitudes; *Student Characteristics

EJ265903 HE515989
Arab Students in Western Universities: Social Properties and Dilemmas.
Meleis, Afaf I.
Journal of Higher Education, v53 n4 p439-47 Jul-Aug 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); POSITION PAPER (120)
Major cultural characteristics of Arab students (high level of affiliation, pattern of contextuality, significance placed on verbal messages, and educational and experiential background) and the dilemmas they face are described and compared with what American universities expect and offer. Suggestions for counseling and other services are offered. (MSE)
Descriptors: *College Students; Counseling Services; Cultural Background; *Cultural Differences; *Culture Conflict; Expectation; *Foreign Students; Higher Education; Mentors; Orientation; *Socialization; *Student Needs; Student Personnel Services
Identifiers: *Arab Students

EJ261760 HE515521
International Educational Relations and Exchange.
College and University, v56 n4 p309-425 Sum 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); CONFERENCE PROCEEDINGS (021)
Proceedings of the 67th Annual Meeting of the American Association of Collegiate Registrars and Admissions Officers which relate to international educational relations and exchange are summarized. Names and institutions of conference participants are included. (MSE)
Descriptors: Accreditation (Institutions); Admission (School); Advanced Placement; Codes of Ethics; Conferences; Consultants; Counseling Services; Data Collection; English (Second Language); *Foreign Countries; *Foreign Students; Graduate Study; Higher Education; *International Educational Exchange; School Holding Power; Student Recruitment; *Study Abroad

EJ261085 CG522278
Helping Campus Personnel Help Foreign Students: A Counseling Simulation.
Vigushin, Joan
Humanist Educator, v20 n3 p134-42 Mar 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Describes foreign student isolation on American campuses and suggests a training model to educate campus personnel and students to deal effectively with each other. Results indicated the role playing procedure was useful for both students and campus personnel. Both groups benefited from dealing with general cross-cultural issues. (JAC)
Descriptors: Counseling Techniques; *Counselor Training; *Cross Cultural Training; *Foreign Students; Higher Education; Microcounseling; Program Descriptions; Program Evaluation; Role Playing; School Counselors; *Student Adjustment; Student Alienation; Student Personnel Services; *Student Problems; Training Methods

EJ257591 CG522069
The Student Development Professional and the Foreign Student: A Conflict of Values?
Story, Kathryn E.
Journal of College Student Personnel, v23 n1 p66-70 Jan 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Discusses the conflicts between values inherent in theories of college student development and those of foreign student populations. Recommends ways to direct the student development professional in surmounting this dilemma by emphasizing a need for focused research and training in the area. (Author)
Descriptors: Counselor Attitudes; Counselor Client Relationship; Counselor Training; Cultural Differences; *Culture Conflict; *Foreign Students; Higher Education; State of the Art Reviews; *Student Development; *Student Personnel Workers; *Values

EJ252365 HE514782
Abroad in the U.S.: Foreign Students on American Campuses.
Herbert, Wray
Educational Record, v62 n3 p68-71 Sum 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Although the population of foreign students has grown dramatically, much of the higher education community has shown little interest in the needs of this population or the impact of such growth on colleges and universities. Institutional responsibilities to visiting students and students' obligations in return are discussed. (MLW)
Descriptors: College Students; Financial Support; Foreign Student Advisers; *Foreign Students; Higher Education; *International Educational Exchange; *Policy Formation; *Student Adjustment; Student College Relationship; Student Financial Aid; Student Personnel Services; *Student Problems

EJ250039 HE514721
The Case of the International Student: A Foreign Student Reports.
Marville, Ade
College Board Review, n120 p23-26 Sum 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Some concerns of foreign students are discussed including recruitment malpractice, the need for financial assistance and/or student employment, psychological problems, and the unwillingness of some trained foreign students to return to their countries of origin. (MLW)
Descriptors: College Students; Financial Needs; Financial Problems; Foreign Student Advisers; *Foreign Students; Higher Education; *Psychological Needs; *Student Employment; *Student Financial Aid; *Student Needs; *Student Recruitment

DIALOG INFORMATION SERVICES, INC

EJ239999 CG520116
Career Services for University International Students.
MacArthur, James D.
Vocational Guidance Quarterly, v29 n2 p178-81 Dec 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Describes a personalized employment and assistance program developed and implemented for international students. The program provides personal contacts that cut through bureaucracy and give students readily accessible means of helping themselves. (JAC)
Descriptors: *Career Guidance; Case Studies; *Delivery Systems; *Employment Programs; *Foreign Students; Higher Education; Job Placement; Program Descriptions; School Surveys ; *Student Needs; *Student Personnel Services

EJ238357 CG520074
International and American Students' Expectancies about Counseling.
Yuen, Rhoda Ka-Wai; Tinsley, Howard E.A.
Journal of Counseling Psychology, v28 n1 p66-69 Jan 1981
Available from: Reprint: UMI
Language: English.
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
American students expect the counselor to be less directive and protective and they themselves expect to be more responsible for improvement. In contrast, the Chinese, Iranian, and African students expect to assume a more passive role and that the counselor will be a more directive and nurturing authority figure. (Author)
Descriptors: College Students; Comparative Analysis; Counseling Effectiveness; *Counselor Client Relationship; *Cross Cultural Studies; Cultural Influences; *Educational Counseling; *Expectation; *Foreign Students; Higher Education

EJ230716 JC502215
Foreign Students and U. S. Community Colleges.
Diener, Thomas
Community College Review, v7 n4 p58-65 Spr 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); REVIEW LITERATURE (070)
Reviews literature dealing with the role of two-year colleges in educating foreign students. Examines community college enrollment of foreign students since the 1960s and explores related concerns in the areas of admissions, student finances, language skills, advisement, and cultural differences. Recommends several institutional responses to these concerns. (JP)
Descriptors: College Admission; Educational Counseling; Enrollment; *Foreign Students; Language Proficiency; Literature Reviews; Second Language Instruction; *Student Problems; *Two Year Colleges

EJ217333 CG517512
Foreign Students and Placement.
Bradshaw, James R.; McKinnon, Gary F.
Journal of College Placement, v40 n2 p48-50 Win 1979
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
The placement of foreign students in home countries is an important and complex matter. The Brigham Young University-Hawaii Campus International Placement Advisory Council serves as an appropriate model for other schools to follow, for which placement personnel set up a program with the alumni offices. (Author)
Descriptors: *Career Choice; *Career Counseling; *Counselor Role; Counselors; *Foreign Students; *Job Placement; *Job Search Methods; Student Personnel Services

EJ215673 CG517241
A Model of Career Counseling for International Students.
Walter-Samli, Jane H.; Samli, A. Coskun
Vocational Guidance Quarterly, v28 n1 p48-55 Sep 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Focuses on career counseling for international students. This introduces a model of career counseling for international students. It is necessary to understand the career counseling process for international students and to emphasize the unique role of the counselor and others in this process. (Author/BEF)
Descriptors: *Career Counseling; Career Education; *Career Guidance; Careers; *Counselor Role; *Foreign Student Advisers; *Foreign Students; Higher Education; Student Personnel Services

DIALOG INFORMATION SERVICES, INC.

EJ198265 HE511024
The Foreign Student: Better Understanding for Better Teaching.
Shana'a, Joyce
Improving College and University Teaching, v26 n4 p243-46 Fall 1978
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Recognition of some of the variations in educational backgrounds and life-styles of foreign students--particularly those from developing nations--could ease the communication difficulties they face when studying in American universities. Observations of language problems, counseling problems, class behavior, and social customs are offered. (JMD)
Descriptors: College Students; *Communication Problems; *Cultural Differences; Developing Nations; Educationally Disadvantaged; Foreign Student Advisers; *Foreign Students; Higher Education; *Language Handicaps; *Student Behavior; *Student Problems

EJ197546 CG515866
Recruitment of Foreign Students: Reality or Myth?
Hopkins, Gary W.
Journal of the National Association of College Admissions Counselors, v23 n2 p28-30 Feb 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
The rapidly increasing number of foreign students in the U.S. has resulted in a myriad of problems for schools seeking students or those institutions faced with unprecedented numbers seeking admission who may be unaware of the responsibilities involved in admitting foreign students. (Author)
Descriptors: *Admissions Counseling; *College Admission; Foreign Student Advisers; *Foreign Students; Higher Education; Recruitment; *School Role

EJ188967 HE510496
International Education and NAFSA, 1948-1978
Jenkins, Hugh M.
International Educational and Cultural Exchange, 14, 1, 13-6 Sum 1978
Available from: Reprint Available (See p. vii): UMI
Language: English
A history and overview of the National Association for Foreign Student Affairs (NAFSA), the only professional association exclusively devoted to international educational interchange, is presented. Focus is on NAFSA activities and its cooperative efforts with private and government agencies concerned with foreign students and exchange programs. (JMD)
Descriptors: *Agency Cooperation; *Foreign Student Advisers; *Foreign Students; Higher Education; *International Educational Exchange; *Professional Associations; Program Descriptions; Program Improvement; *Student Exchange Programs
Identifiers: *National Association for Foreign Student Affairs

EJ184652 CG514755
Aspects of Internationalizing Education
Reeves, Mary Elizabeth
Journal of the NAWDAC, 41, 4, 139-43 Sum 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Author discusses international educational exchanges' lack of unqualified success. One world dream not for everyone, as author cites examples of reaction to international exchange. Foreign student advisors must create means by which international understanding is promoted. Author states ways to accomplish this. World interdependence is now a reality. (PD)
Descriptors: *International Educational Exchange; *Foreign Student Advisers; *Foreign Students; *Developing Nations; *Global Approach; *Educational Objectives; State of the Art Reviews; Higher Education; Student Exchange Programs

EJ172786 SP506553
Specialized Field Work for International Health Education Students: A Survey of Need
Hopp, Joyce W.
Journal of School Health, 47, 8, 481-2 Oct 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Data are presented drawn from a questionnaire exploring field work programs at nearly 200 colleges and universities offering undergraduate and graduate degrees in health education as these relate to the needs of international students registered with those institutions. (MJB)
Descriptors: *Health Education; *College Students; *Field Experience Programs; *Foreign Students; *Needs Assessment; Foreign Student Advisers; Relevance (Education)

EJ163216 SP505837
Campus Mental Health: The Foreigner at Your Desk
Huang, Ken
Journal of the American College Health Association, 25,. 3, 216-9 Feb 1977
Language: ENGLISH
In a college with a high proportion of foreign students, a mental health counselor must be aware of the unique problems facing a person making a difficult cultural adjustment while trying to meet the academic and social standards of the college environment. (JD)
Descriptors: *College Students; *Counseling Services; Cultural Background; *Cultural Differences; Cultural Interrelationships; *Foreign Student Advisers; *Foreign Students; Human Relations; *Mental Health
Identifiers: University of San Francisco CA

EJ161964 CG512622
The Foreign Student on the American Campus
Ramberg III, Elvind G.
Journal of the National Association of College Admissions Counselors, 21, 4, 20-22 Jun 1977
Language: ENGLISH
The specific needs and expectations of foreign students must be accommodated differently than those of American students. In this article the author suggests ways in which foreign student expectations can be met by college admissions officers and secondary school guidance counselors. (Author)
Descriptors: *Admissions Counseling; *Cultural Differences; *Foreign Student Advisers; *Foreign Students; Higher Education ; Secondary Education; State Of The Art Reviews; *Student Needs; *Student School Relationship

EJ151060 CG511621
A Counselor's Curriculum in Cross-Cultural Experiences
Dowd, Patricia M.
School Counselor, 24, 1, 16-21 Sep 1976
Language: ENGLISH
Describes a course for foreign students at the secondary level which attempts to help students with their concerns regarding identify, socialization, prejudice, values, and decision-making. (Author)
Descriptors: *Counseling Services; Course Descriptions; *Cultural Differences; Cultural Education; *Foreign Students; Program Descriptions; Secondary Education

EJ141035 CG510437
Can Placement Serve Foreign Students?
LaBerge, Bernard E.; Leavy, Bernadette
Journal of College Placement, 36, 4, 51-54 May 1976
Language: ENGLISH
The task of helping students identify, locate, and pursue careers is never easy but the problems are compounded when the students are from foreign countries. (Author)
Descriptors: Career Counseling; *Career Planning; *College Graduates; Counseling; *Foreign Students; Higher Education; *Job Placement; Program Descriptions; State Of The Art Reviews

EJ094725 HE505134
Meeting the Needs of Students from Other Cultures
Hagey, A. R.; Hagey, Joan
Improving College and University Teaching, 22, 1, 42-44 W 1974
Language: ENGLISH
Descriptors: *Higher Education; *Student Needs; *Foreign Students; *Foreign Nationals; *Student Problems; International Education; Teaching Methods; Foreign Student Advisers

EJ094724 HE505133
Foreign Students in the United States
Cable, John N.
Improving College and University Teaching, 22, 1, 40-41 W 1974
Language: ENGLISH
Descriptors: *Higher Education; *Student Problems; *Foreign Nationals; *Foreign Students; *International Education; Foreign Student Advisers; Teaching Methods

EJ092397 CG506817
Outreach Approach to Counseling with Foreign Students
Ho, Man Keung
Journal of College Student Personnel, 15, 1, 66 Jan 1974
Language: ENGLISH
Briefly describes identification, training and sueprvising of mature indigenous students as counselors to provide a network conducive to foreign student interaction and to interaction with the university community. (Author/CJ)
Descriptors: *Foreign Students; *Student Development; *Peer Counseling; *Cultural Isolation; *Counselor Role; Groups; Communication (Thought Transfer)

EJ089694 HE504899
International Understanding: The Foreign Student and the Community
Reich, Alan A.
College and University Journal, 13, 1, 23-26 Jan 1974
Language: ENGLISH
Descriptors: *Higher Education; *International Education; *Foreign Students; *Student School Relationship; *School Community Relationship; Cultural Awareness; Foreign Student Advisers; Foreign Nationals; Student Exchange Programs

EJ084791 HE504630
Foreign Students in the Natural Sciences: A Growing Challenge
Moravcsik, Michael J.
International Educational and Cultural Exchange, 9, 1, 45-57 Sum 1973
Language: ENGLISH
Foreign students who seek an education in the United States for careers as scientists in their native countries face many difficulties. This article enumerates various remedies for their problems including: information sources, financial aid, transportation vouchers, and foreign advisers. (PG)
Descriptors: *Higher Education; *Foreign Students; *Student Adjustment; *Foreign Student Advisers; *Student Problems; Sciences; Natural Sciences

EJ075150 CG505600
Cross-Cultural Career Counseling
Ho, Man Keung
Vocational Guidance Quarterly, 21, 3, 186-190 Mar 1973
Language: ENGLISH
Factors contributing to foreign students' needs and difficulties in seeking employment are discussed, along with knowledge and skills required of vocational counselors for effective cross-cultural career counseling. (Author)
Descriptors: *Career Counseling; *Counseling; Cross Cultural Studies; *Employment Problems; *Foreign Student Advisers; *Foreign Students; Job Applicants

EJ070336 HE503721
Educating Foreigners in the United States
Moghrabi, Kamel
Improving College and University Teaching, 22, 4, 329-330 Aut 1972
Language: ENGLISH
Descriptors: Foreign Nationals; *Foreign Student Advisers; *Foreign Students; *Higher Education; *Student Adjustment; *Student Needs

EJ065688 HE503404
Public Relations and the Foreign Student
Nelson, Lyle M.; Dolibois, John E.
College and University Journal, 11, 4, 28-31 Sep 1972
Language: ENGLISH
It is in the students', the university's, the community's and the nation's interest that the public relations officer become involved with foreign students on campus. (HS)
Descriptors: Foreign Student Advisers; *Foreign Students; *Higher Education; *Human Services; *Public Relations; Student Personnel Services; *Student Welfare

EJ064349 HE503548
The Mexico City Workshop
Nelson, Lyle M.
International Educational and Cultural Exchange, 8, 2, 19-21 F 1972
Language: ENGLISH
Describes a workshop designed to inform foreign student counselors about U.S. higher education. (HS)
Descriptors: *Faculty Advisers; *Foreign Student Advisers; *Higher Education; *International Education; Student Exchange Programs; *Student Personnel Services; *Study Abroad

EJ064348 HE503547
Counseling Counselors Abroad on U.S. Higher Education
Jameson, Sanford C.
International Educational and Cultural Exchange, 8, 2 F 1972
Language: ENGLISH
Descriptors: Faculty Advisers; *Foreign Student Advisers; *Higher Education; *International Education; Student Exchange Programs; *Student Personnel Services; *Study Abroad

EJ063921 HE503375
Student Involvement in International Programming
Pitman, Larry J.
International Educational and Cultural Exchange, 8, 1, 42-48 Sum 1972
Language: ENGLISH
Student volunteers operate an International Education Center at the University of Oregon. (HS)
Descriptors: College Students; *Educational Planning; Foreign Student Advisers; *Higher Education; *International Education; *Student Personnel Services

EJ063896 HE503372
Yesterday and Today-Thirty Years With International Students
Trevelyan, Mary
International Educational and Cultural Exchange, 8, 1, 1-15 Sum 1972
Language: ENGLISH
University of London's first foreign student adviser recounts her experiences in the development of programs for assisting foreign students in Britian. (HS)
Descriptors: *Foreign Student Advisers; *Foreign Students; *Higher Education; *International Education; *Student Exchange Programs; Student Needs

EJ052612 CG504195
The Talk of the Conference
Washington, Kenneth S.; And Others
Journal of the National Association of College Admissions Counselors, 16, 3, 1-12 Sep 1971
Language: ENGLISH
This collection of excerpts on the subject of college admissions represents the ideas of panelists participating in the NACAC Annual Conference in San Francisco, 1971. (BY)
Descriptors: *College Admission; College Programs; Community Colleges; *Conferences; Data Processing; Foreign Students; Minority Groups; *Student College Relationship; *Student Personnel Workers; *Student Placement

EJ052305 HE502928
Foreign Student Career Counseling: A Personal View
DeAntoni, Edward
International Educational and Cultural Exchange, 7, 3, 91-102 W 1972
Language: ENGLISH
The problems that foreign students face in job-hunting are many and complex. (Editor/HS)
Descriptors: Career Opportunities; *Employment Opportunities; *Foreign Nationals; *Foreign Student Advisers; Foreign Students; *Higher Education; *Student Personnel Workers

EJ042202 HE502559
Costs of International Education: Who Pays?
Johnson, Alan W.
Exchange, 6, 4, 32-43 Spr 1971
Language: ENGLISH
Descriptors: Budgeting; Educational Opportunities; *Exchange Programs; Foreign Student Advisers; Foreign Students; *Higher Education; *International Education; *Program Costs; Tuition
Identifiers: California State University and Colleges

EJ030418 CG502319
Problems of Foreign Students: An Overview
Torrey, E. Fuller; And Others
Journal of the American College Health Association, 19, 2, 83-86 Dec '1970
Language: ENGLISH
The predominant mental health problems described for foreign students are those of anxiety, depression, psychosomatic reactions, and paranoid thought disorders. The students are found to underutilize traditional mental health resources for their problems, instead relying on their fellow students and academic contacts. (Author)
Descriptors: Counseling Services; *Cultural Differences; Cultural Pluralism; Emotional Problems; *Foreign Students; *Health Services; Mental Disorders; *Mental Health; *Psychiatric Services

EJ020613 HE500884
Status of Foreign Student Advising in Canada
Chandrasekharaiah, Rananur V.
Coll Univ, 45, 2, 134-137 1970 W.1970
Language: ENGLISH
Descriptors: *Counselors; Developing Nations; *Foreign Student Advisers; *Foreign Students; *Higher Education

EJ014999 CG501087
Academic Freedom for International Students on American Campuses
Straub, Jean S.; and others
J Nat Assn Wom Deans Counselors, 33, 2, 77-81 1970 W.1970
Language: ENGLISH
Discusses concerns over status of foreign students involved in campus portest, particularly African students and issue of "black separatism". Letter from Ewa U. Eko, Staff Associate for International Education, APGA, expresses need for African students to become involved because of their status as "men in the middle". (CJ)
Descriptors: *Activism; *Foreign Student Advisers; *Foreign Students; Minority Groups; Student College Relationship; *Student Participation; Student Personnel Services

EJ014281 EC500973
The Cultural Handicap in University Education
Taylor, A. J. W.
J Spec Educ, 3, 3, 295-301 1969 F.1969
Language: ENGLISH
Descriptors: Adjustment (to Environment); *Counseling Services; Cultural Differences; *Exceptional Child Education; *Foreign Students; Individual Counseling; International Programs; Social Problems; Student Attitudes

EJ014262 CG501088
Student Personnel Services for International Students
Domingues, Patricia M.
J Nat Assn Wom Deans Counselors, 33, 2, 83-87 1970 W.1970
Language: ENGLISH
Examines literature to determine impact of foreign students on American campuses, reviews essentials necessary for providing effective services for them, speculates on future of advising them within realm of student personnel work. (Author)
Descriptors: Adjustment (to Environment); *Counseling Services; Counselor Role; Cultural Differences; *Foreign Student Advisers; *Foreign Students; Student Exchange Programs ; *Student Personnel Services

EJ009749 CG500793
The Dean of Students and the University in the International Setting
Lloyd, Wesley P.
Nat Assn Stud Personnel Admin, 6, 3, 139-144 1969 Jun.1969
Language: ENGLISH
Descriptors: *College Administration; Comparative Analysis; *Deans; *Deans of Students; *Educational Change; Foreign Countries; Foreign Student Advisers; *Higher Education; International Programs; *Student College Relationship; *Student Personnel Services; Student Problems

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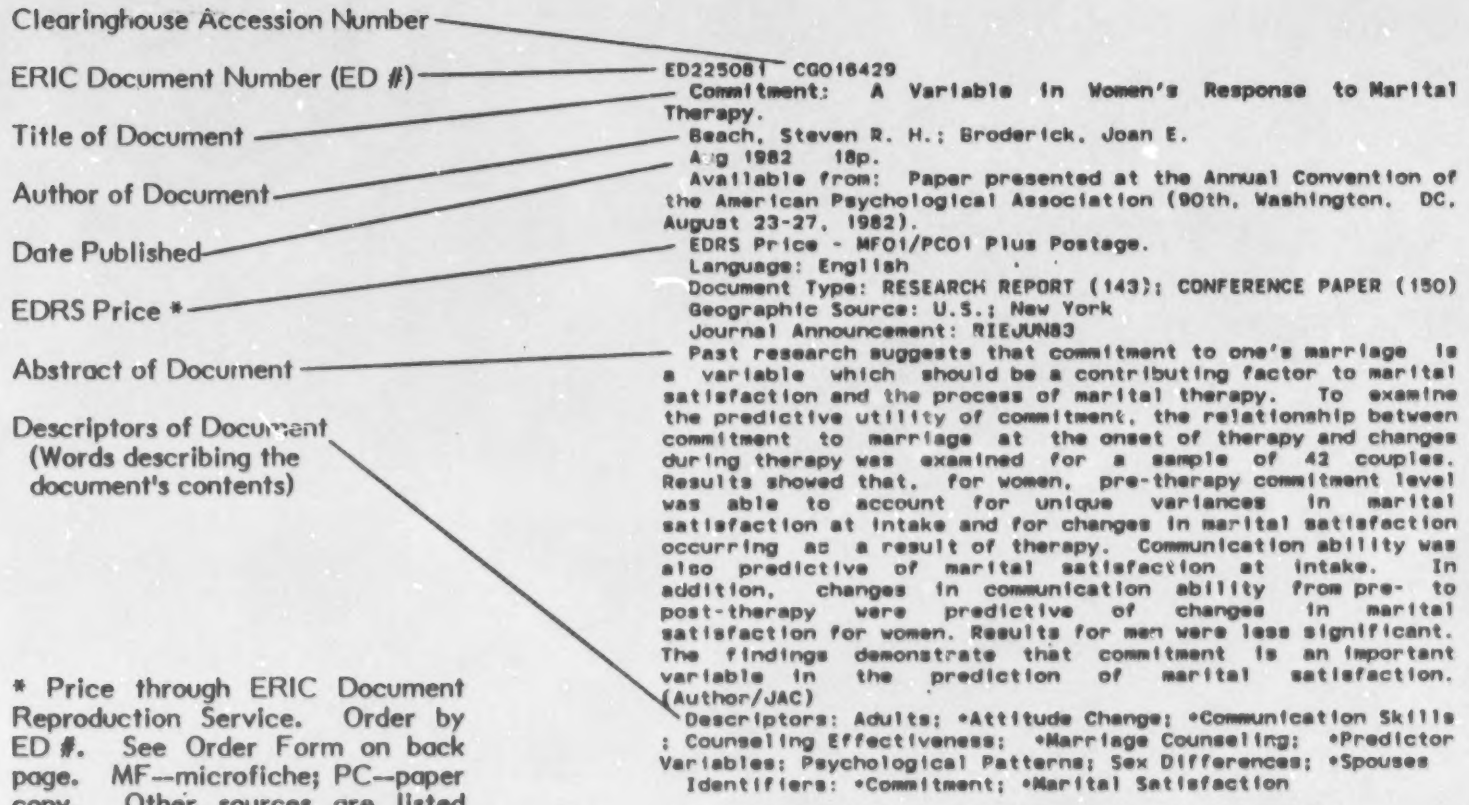
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Abstract of Document
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ED225081 CG016429
Commitment: A Variable in Women's Response to Marital Therapy.
Beach, Steven R. H.; Broderick, Joan E.
Aug 1982 18p.
Available from: Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; New York
Journal Announcement: RIEJUN83
Past research suggests that commitment to one's marriage is a variable which should be a contributing factor to marital satisfaction and the process of marital therapy. To examine the predictive utility of commitment, the relationship between commitment to marriage at the onset of therapy and changes during therapy was examined for a sample of 42 couples. Results showed that, for women, pre-therapy commitment level was able to account for unique variances in marital satisfaction at intake and for changes in marital satisfaction occurring as a result of therapy. Communication ability was also predictive of marital satisfaction at intake. In addition, changes in communication ability from pre- to post-therapy were predictive of changes in marital satisfaction for women. Results for men were less significant. The findings demonstrate that commitment is an important variable in the prediction of marital satisfaction. (Author/JAC)
Descriptors: Adults; *Attitude Change; *Communication Skills; Counseling Effectiveness; *Marriage Counseling; *Predictor Variables; Psychological Patterns; Sex Differences; *Spouses
Identifiers: *Commitment; *Marital Satisfaction

* Price through ERIC Document Reproduction Service. Order by ED #. See Order Form on back page. MF--microfiche; PC--paper copy. Other sources are listed when not available from EDRS.

ED230154 HE016228
Foreign Student Orientation Needs at the University of Connecticut: Results of a Survey.
Pfau, Richard H.
Mar 1983 · 27p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Connecticut
Journal Announcement: RIEOCT83

Views of 48 foreign students concerning orientation needs at the University of Connecticut were surveyed. The following orientation activities were identified as most important, and are listed in the approximate order of importance: (1) U.S. government regulations (about visas, immigration, social security, and taxes); (2) needs of the spouse (including English language training, educational opportunities, work opportunities, health care, and social activities); (3) the International Student Office and the foreign student advisor; (4) health care; (5) services available to students at the university (including counseling, writing clinics, and career placement); (6) on- and off-campus student employment; (7) information on student housing accommodations (mailboxes, laundry, cooking); (8) bus service; (9) housing; (10) the registration procedure; (11) the international center services, programs, and staff; (12) a tour of the campus; (13) the American system of higher education; and (14) the role of the American advisor. It is recommended that orientation activities for foreign students be publicized more widely. Suggestions provided by students are included, along with students' ranking of orientation activities, and a sample questionnaire. (SW)

Descriptors: Ancillary School Services; Federal Regulation; Foreign Student Advisers; *Foreign Students; Higher Education; *Information Needs; Institutional Research; Questionnaires; *School Orientation; Spouses; *Student Adjustment; Student College Relationship; *Student Needs
Identifiers: *University of Connecticut

DIALOG INFORMATION SERVICES, INC.

ED227784 HE016033
Study Abroad: Handbook for Advisers and Administrators. Guideline Series 10.
National Association for Foreign Student Affairs, Washington, D.C.
Sep 1979 62p.
Available from: National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English.
Document Type: NON-CLASSROOM MATERIAL (055); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAUG83
Guidelines on study abroad are presented to assist advisers, administrators, and faculty committees. Topics include the following: rationale for international education; educational opportunities abroad for U.S. students; development of advisory services; the nature of the profession of study abroad advising; desirable attributes and backgrounds for study abroad advising; training to be a study abroad adviser; roles of national organizations; basic principles of the advisory process; the student's objectives; advising strategies; student's preparation for study abroad; travel in other countries; short-term employment abroad; voluntary service abroad; long-term and career employment abroad; on-campus and off-campus adviser's resources; administering the advisory office (staffing, office space and location, budgeting, office organization, and evaluation of advisory services); characteristics of good study abroad programs; institutional policy on study abroad; program planning and implementation; legal considerations; and emergencies. Appended materials include a bibliography and list of acronyms, information on summer jobs abroad, sample study abroad application form, and a program evaluation form (student opinion). (SW)
Descriptors: *Academic Advising; Administrator Guides; Ancillary School Services; College Students; Employment Opportunities; *Foreign Countries; Higher Education; International Educational Exchange; Program Administration; *Student Exchange Programs; *Student Personnel Workers; *Study Abroad

ED226658 HE015926
Roles and Responsibilities of International Student Advisors and Counselors in the United States.
Dalili, Farid
1982 54p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJUL83
The separate but complementary roles of the international student advisor and counselor are discussed, and foreign student personnel services are addressed. It is suggested that the increasing number of international students indicates a need for a full-time foreign student advisor. The job is complicated by the different cultures and different academic and personal problems of foreign students. International students need assistance in admissions and orientation, information about institutional facilities and services, and understanding of laws regarding aliens. English language proficiency is a major concern to admissions officials, and the advisor's role in assessing credentials and placing students is important. Foreign students are often unfamiliar with American society and aspects of university life, including academic programming, registration procedures, and financial aid, housing, and health services. An international student counselor should facilitate the student's adjustment. Most foreign students come from countries that are not highly industrialized and many have language difficulties. They face new teaching methods, different behaviors of teachers, and different expectations of students. Social relationships, career counseling, and return adjustment are additional concerns. (SW)
Descriptors: *Academic Advising; College Admission; *Counselor Role; Cultural Differences; *Faculty Advisers; *Foreign Students; Higher Education; International Educational Exchange; School Orientation; Social Adjustment; Student Adjustment; Student College Relationship; Student Needs; *Student Personnel Services

DIALOG INFORMATION SERVICES, INC.

ED225499 HE015859
The University's Role in Foreign Student Advisement.
Dalili, Farid
1982 26p.; For related document, see HE 015 858.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJUN83

Perspectives on international educational exchange and the needs of foreign students for academic and career advising and assistance in adjusting to a new culture are considered. Obtaining a degree from an American higher education institution is highly desired by many persons in developing countries, and the high standards foreign students have to meet often results in the best students being selected. The financing of their studies is often the most difficult part of a foreign student's stay. Credits from one country that are not valid in another and inadequate preparation programs are major difficulties for the foreign student. Lack of contact or inability to make contact with Americans can lead to alienation for foreign students, but most students do retain their own cultural identity when they adjust to the United States. It is suggested that higher education should be concerned with foreign students' adaptation to the educational system, their readjustment on returning to their home countries, and the relevance of the curriculum to the priorities of these countries. University services and career counseling are also briefly addressed. (SW)

Descriptors: *Academic Advising; *Ancillary School Services; Career Counseling; College Role; *College Students; *Culture Contact; *Foreign Students; Higher Education; Relevance (Education); Student Adjustment; *Student College Relationship ; Student Needs

ED224293 FL013316
The Administration of Intensive English Language Programs.
Barrett, Ralph Pat, Ed.
National Association for Foreign Student Affairs, Washington, D.C.
1982 104p.
Available from: National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, D.C. 20009 (Single copy, $1.00, 5 copies $2.00, 10 copies $3.50, additional copies $0.25).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: BOOK (010)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAY83

This collection of essays gives detailed information about the administrative organization, staffing, program, students, testing, and research regarding intensive English programs (IEP). The following essays are included: (1) "Introduction," by R. Barrett; (2) "The General Administration of the IEP," by R. Daesch; (3) "The Selection of Intensive English Students," by R. Dakin; (4) "Advising and the Intensive Course," by A. Bens; (5) "The Amenities, Opportunities, and Conveniences in a New Home," by R. Dixon; (6) "Student Management," by S. Imamura; (7) "Faculty," by D. Eskey; (7) "Curriculum Design and the Selection of Teaching Materials," by B. Taylor; (8) "Student Development in the Intensive English Program," by R. Daesch; (9) "Incorporating English for Specific Purposes Programs into an On-Going Intensive Program," by W. Longenecker; (10) "The ESL Learning Laboratory," by J. Sheehan; (11) "A Guide to References in ESL Methodology for the Intensive Program," by R. Barrett; (12) "Student Evaluation," by P. Angelis; (13) "The Evaluation of an Intensive English Program," by M. Saltzer; and (14) "An ESL Administrator Looks at Research," by P. Munsell. (AMH)

Descriptors: College Second Language Programs; *Curriculum Development; *English (Second Language); *Foreign Student Advisers; Higher Education; Instructional Materials; *Intensive Language Courses; Language Teachers; *Program Administration; Student Adjustment; Teaching Methods; *Testing

ED221039 FL013128

Counselling for Language Learning at the University of Cambridge. Progress Report on an Experiment.

Harding, Edith; Tealby, Amanda

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

1981 27p.; In: Melanges Pedagogiques, 1981. p95-120.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: United Kingdom; England

Journal Announcement: RIEFEB83

A counselling service to facilitate foreign language instruction for students desiring it was undertaken as an experiment at Cambridge University during the 1980-81 academic year. Its aims were twofold: (1) to provide a mechanism whereby students could be heard and their needs responded to, and (2) to insure that alternatives to the already available laboratory tape programs would be available for those who needed such programs. With regard to the organization of the service, it is noted that 20 languages were requested; the users represented both undergraduates and graduate students and staff. Seventy-five percent of the counsellor's time was taken up with behind the scenes activities, which included research work and report, feedback, administration, information gathering, and creation of materials. Contact time with clients included giving information and providing psychological help. There were three stages in the method, corresponding to changes in the notion of counselling. One of the negative characteristics noted for this particular counselling service is that it was too closely connected with the language laboratory. One positive aspect discussed has to do with non-native speakers on the post-graduate level. In this situation, the relationship with the counsellor was very important, particularly at the beginning. (AMH)

Descriptors: *College Second Language Programs; *Counseling Services; Foreign Students; Graduate Students; Higher Education; *Individual Instruction; Needs Assessment; *Second Language Learning; *Student Needs; Undergraduate Students

Identifiers: University of Cambridge (England)

ED220012 HE015371

Principles for Practical Training Experiences for Foreign Students.

National Association for Foreign Student Affairs, Washington, D.C.

1982 11p.

Sponsoring Agency: Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.

Available from: National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, DC 20009 (1 copy, $1.00; 5 copies, $2.50; 10 copies, $4.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJAN83

Principles for the design and implementation of practical training experiences for foreign students from developing countries enrolled in formal degree programs at U.S. colleges and universities are outlined. Practical training allows student-trainees to experience the application of classroom knowledge in order to strengthen their contribution to development in their home countries. Three modes of practical training were identified: supervised observation, internship, and salaried employment. In addition, several sectors of the educational community with special interest in foreign students from developing countries and key development fields were surveyed to determine their perspectives of the optimal characteristics of practical training. Their responses were presented to representatives of both the private and public sectors in the United States and in developing countries for comment and reaction. Consultants from the field of experiential education drafted preliminary principles for practical training, and these were reviewed by professionals in business, government, home country development, and education. The principles were revised on the basis of this review and are presented in their final form. In addition to stating objectives of practical training, principles for structuring practical training experiences are presented in regard to: commitment, planning, funding, locus of responsibility, training agreement, scheduling, length and duration, academic considerations, and evaluation. Operational guidelines are presented concerning: placement, supervision, relevance, communication, orientation, and compensation. Responsibilities of the following persons are also outlined: trainee, trainer, institutional coordinator, faculty monitor, sponsor, foreign student adviser, academic dean, and international program administrator. (SW)

Descriptors: Assistantships; *College Students; *Developing Nations; Educational Objectives; *Experiential Learning; *Field Experience Programs; Foreign Student Advisers; *Foreign Students; Higher Education; International Educational Exchange; *Internship Programs; Observation; Program Design; Student Employment; Training Objectives

ED217813# HE015244
An Island of Learning: Academeocracy in Taiwan. An Inquiry into Non-Traditional and Traditional Education.
Smith, Douglas C.
1981 163p.
Sponsoring Agency: Pacific Cultural Foundation (Republic of China).
Document Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141); BOOK (010); HISTORICAL MATERIAL (060)
Geographic Source: U.S.; West Virginia
Journal Announcement: RIENOV82

Traditional and nontraditional education in Taiwan are considered, based on interviews with educators and scholars in Taiwan, observations, and research materials. To provide a picture of the evolution of academe in the Chinese-Taiwan setting, attention is directed to philosophy, history, academic ethics and excellence, methodology, and policy issues. Chinese history and educational philosophy are discussed in relation to the dynasties, and the thoughts of Confucius and other scholars who were important to Chinese intellectual development are considered. The higher education system of today and that which existed in the pre-republic period are reviewed, and attention is directed to entrance examinations and Ta-Yuan Hsiang's community educational system. Among the nontraditional educational programs are the following: evening education, "Teacher Chang" Counseling Center, the Farmers Association and agricultural extension, 4-H club programs, China Youth Service Association and the training-educational center, the Youth Guidance Service and overseas Chinese scholars, education-of-the air, environmental education at the Tunghai University Center for Environmental Education, special education, and Academia Sinica. Additional topics are the influence of John Dewey on Chinese educational development, the effect of 50 years of Japanese occupation on the Taiwanese educational system, and the structural and formal-legalistic aspects of education in Taiwan. It is noted that education in Taiwan has been an important part of Chinese culture and that the teacher is viewed with respect and admiration. (SW)

Descriptors: Academic Advising; Academic Standards; Adult Farmer Education; Agricultural Education; *Chinese Culture; College Entrance Examinations; *College Programs; Community Development; Comparative Education; *Educational History; *Educational Philosophy; Educational Policy; Educational Quality; Educational Television; Environmental Education; Evening Programs; Farmers; Foreign Countries; Guidance Centers ; Higher Education; Improvement Programs; Individual Counseling; International Educational Exchange; *Nontraditional Education; Organizations (Groups); Public Policy; *Rural Extension; Scholarship; School Community Programs; Study Abroad; Teacher Role; Young Adults

Identifiers: 4 H Clubs; *Taiwan

ED214487 HE014969
The College, the University and the Foreign Student.
National Association for Foreign Student Affairs, Washington, D.C.
1979 25p.; Reprint of 1963 report with new foreword.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAUG82

Ways in which American colleges and universities can strengthen their foreign student programs are examined. It is suggested that foreign student programs now in operation in U.S. colleges should be viewed as part of the total international commitment of each institution and should be coordinated and interrelated with all other aspects of that commitment. There is a new dimension in educational exchange: the increasing use of education as a means of furthering the economic, political, and social development of emerging countries. These objectives cannot be achieved except by cooperation among universities, governments, foundations, international organizations, and other agencies. With respect to admissions, the basic task is to admit those students whose objectives can best be served by the resources of a particular university. In some cases, this may mean admitting an applicant from a developing country whose background may not be equal to that of a candidate from an educationally more advanced nation. Prior competence in English should not be a decisive criterion for admission, but sufficient training in English should be made available to those who need it. Foreign students need help in mastering the operations of the American campus and they should be exposed to American life in its broadest aspects. Academic advising should take place throughout the student's educational career, and academic advisers should work closely with the foreign student adviser. In addition, personal counseling of foreign students is an important component of the university's responsibility. It is proposed that adequate programs of services to foreign students require more institutional budgetary support than is now being assigned for this purpose. (SW)

Descriptors: Academic Advising; Admission Criteria; Cooperative Programs; Counseling Services; English (Second Language); *Foreign Students; *Higher Education; *International Educational Exchange; School Orientation; *Student Adjustment; Student Needs

DIALOG INFORMATION SERVICES, INC.

ED214411 HE014647
Access to Higher Education in Europe.
Herman, Joseph
United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
1981 86p.
Report No.: ISBN-92-3-101942-2
Available from: European Centre for Higher Education, UNESCO-CEPES, 39, Stirbei Voda St., R-70732, Bucharest, Romania.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: Romania
Journal Announcement: RIEAUG82
Government: International

Admission policies and procedures in higher education institutions in East and West Europe were studied based on responses to a 1977 questionnaire sent to European countries and through additional study. The following topics are addressed: definitions of terms related to problems of access to postsecondary education; quantitative trends; admission policies; admission procedures; the new student clientele; and problems of access, including career information and guidance available to students, and foreign students in European higher education institutions. In almost all the countries of the Europe region, admission policies are endeavoring to maintain the results of the growth in the 1960s, but to maintain this growth at a slightly slower pace. Admission policies, while remaining policies of growth, are generally selective and restrictive because of the increased numbers of qualified secondary school students. Admission of new clientele, or those who have not necessarily completed the traditional secondary education and/or who wish to continue education while working, creates a balance in relation to the selective admissions policies. Selective admission occurs because of a lack of resources or a shortage of employment opportunities, or a combination of the two factors. Attention is directed to entrance examinations and competitions; selection based on secondary school performance; selection based on geographical or social background, which allows sociological and political objectives to be considered; and selection by lottery. A questionnaire is appended. (SW)

Descriptors: *Access to Education; Admission Criteria; Career Counseling; *College Admission; College Entrance Examinations; Competitive Selection; Enrollment Trends; *Foreign Countries; Foreign Students; Grades (Scholastic); *Higher Education; Nontraditional Students; Occupational Information; *Selective Admission; Student Characteristics
Identifiers: *Europe (East); *Europe (West)

ED213616 SO013625
Assisting Students and Scholars from the People's Republic of China: A Handbook for Community Groups.
Donovan, Katherine C.
National Academy of Sciences - National Research Council, Washington, D.C. Committee on Scholarly Communication with the People's Republic of China.; National Association for Foreign Student Affairs, Washington, D.C.
Jul 1981 60p.
Available from: National Association for Foreign Student Affairs, 1860 19th Street N.W., Washington, DC 20009 ($1.00, quantity discounts available).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL82

This handbook suggests many different ways in which volunteers in community groups can assist students and scholars from the People's Republic of China (PRC) in adjusting to life in the United States. First, the introduction deals with the background of the attitudes and expectations of the men and women now coming to the United States and provides a profile of the students showing their diversity. Second, a description of how to organize a community program is discussed. Third, community programs are suggested that can be sponsored for these students. They are meeting the students/scholars on arrival; locating permanent housing; providing basic services such as an introduction to the supermarket and Chinese food stores, a walking tour of the neighborhood, and introducing banking; and providing continuing programs such as English conversation, home hospitality, and loan closets. Fourth, community programs are publicized. Finally, a third of the handbook is made up of five appendices. They are a "Pinyin" romanization and pronunciation guide to common Chinese surnames, (2) a chronology of the People's Republic of China and U.S.-China relations, (3) a selected reading list, (4) an international student service arrival service and sample arrival information request slip, and (5) a list of principal organizations working in specific areas of U.S.-China relations. (NE)

Descriptors: *Adjustment (to Environment); Chinese Culture; *Community Programs; Community Role; *Cross Cultural Training; Cultural Awareness; Culture Contact; Foreign Student Advisers; *Foreign Students; Higher Education; Housing; International Educational Exchange; Program Descriptions; *Program Development; Student Characteristics; *Student Exchange Programs; Student Needs; Volunteers
Identifiers: *China

DIALOG INFORMATION SERVICES, INC.

ED213343 HE014809
Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars.
National Association for Foreign Student Affairs, Washington, D.C.
1982 128p.
Available from: National Association for Foreign Student Affairs, Publications Order Desk, 1860 19th Street, N.W., Washington, DC 20009.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); DIRECTORY (132); LEGAL MATERIAL (090)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL82
A manual of U.S. immigration law and regulations pertaining to foreign students and scholars is presented to assist foreign student advisers. Overall topics include nonimmigrant status, student (F) status, exchange visitor (J) status, temporary worker or trainee (H) status, other nonimmigrant classes, and immigrant status. Specific areas include: passports, visas, arrival-departure record (Form I-94), alien registration and address report, extension of temporary stay, change of nonimmigrant classification, voluntary departure, departure, issuance of form I-20 to F-1 students, elimination of duration of status, maintenance of status, employment, visits abroad and reentry, change of status, departure or termination of status, spouse/dependent (F-2) status, issuance of Form IAP-66 for exchange visitors, two-year home country residence requirement, special factors governing participants in medical fields, exchange visitor dependents (J-2), H-1 and H-2 temporary worker status, H-3 trainee status, H-4 dependent status, nonimmigrant classification less commonly encountered in educational institutions (e.g., diplomats, visitors for business or pleasure), change of nonimmigrant classification, the Immigration and Nationality Act as Amended, the selection system (qualitative standards, numerical limitations, the preference system, ineligibility for immigrant status, and procedures for establishing qualifications for immigrant status), labor certification, appeals and reconsideration, deportation, and refugees and asylum. Appended materials include a fee schedule, sample forms, a map of immigration and naturalization service regional and district areas, a list of visa issuing posts, and a bibliography. (SW)
Descriptors: *College Faculty; Counseling; Eligibility; Federal Legislation; *Federal Regulation; *Foreign Nationals; *Foreign Students; Foreign Workers; Higher Education; *Immigrants; Refugees; Student Exchange Programs; Study Abroad ; Teacher Exchange Programs; Travel
Identifiers: *Immigration and Nationality Act 1965

ED209751 EA014208
International Students in the Independent School . . . A Handbook.
Committee on Boarding Schools, Boston, Mass.; National Association of Independent Schools, Boston, Mass.
1980 164p.
Sponsoring Agency: EXXON Education Foundation, New York, N.Y.
Available from: National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($15.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEAPR82
To strengthen private elementary and secondary schools' recruitment and education of international students, this handbook offers guidelines for solving potential problems involved in recruiting, admitting, teaching, and providing services for international students. Its first chapter defines international students as those whose cultural experiences differ markedly from those of traditional American students. Also discussed is the school's responsibility to analyze its reasons for wanting international students and to prepare itself for change in order to meet these students' needs. Chapter two reviews problems in admission policies and procedures as well as questions about graduation requirements, credentials evaluation, and English language proficiency. In chapter three the authors provide tips on recruiting international students through overseas contacts or trips abroad. Curriculum changes and student support services are covered next, including staff and student orientation, advising and counseling of international students, academic program changes, discipline, medical services, food, and billing and other business concerns. Chapter five examines college placement responsibilities, such as academic planning, testing, and financial aid application. The final chapter discusses immigration law and procedures and the obligations of schools and students. Seventeen appendices present checklists, directories, bibliographies, and other resources. (RW)
Descriptors: Admission (School); Curriculum Development; Educational Counseling; Elementary Secondary Education; English (Second Language); *Foreign Students; Guidelines; Private Schools; *Student Personnel Services; *Student Recruitment
Identifiers: *Immigration Law

DIALOG INFORMATION SERVICES, INC.

ED206556 SO013590
A Foreign Student's Guide to Study in the United States.
Levin, David
Office of International Education (ED), Washington, D.C.
1981 35p.
Report No.: E-80-14013
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJAN82
Government: Federal

This booklet is intended as a guide to help foreign students who are studying in the United States. Opportunities for foreign students to study in the United States exist as never before, in every state, at all education levels, and in virtually every discipline and subject field. It is anticipated that the foreign student population in this country, currently numbering 286,000, will triple in the 1980s. The booklet begins with general information for the foreign student. Reference works providing information about U.S. colleges and universities and guides to financial planning and scholarship support are cited. The booklet then goes on to describe organizations and agencies which can provide students with general assistance and with assistance in particular fields of study. , Also described are organizations administering foreign student exchange programs in the United States and foreign student services. The booklet concludes with a listing of U.S. embassies and other overseas posts, binational education foundations and commissions, and student counseling centers. (Author/RM)

Descriptors: Elementary Secondary Education; Foreign Student Advisers; *Foreign Students; Higher Education; International Educational Exchange; Organizations (Groups); Student Adjustment; Student Exchange Programs

ED206236 HE014304
The Characteristics and Needs of Non-Traditional Students: An Annotated Bibliography of Data Based Literature (1950-1980).
Nuver, Millicent E.
1981 28p.
Sponsoring Agency: Cleveland State Univ., Ohio.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJAN82

A compilation of data-based literature from 1950 through 1980 on the characteristics and needs of non-traditional students is presented. Non-traditional students are defined as those older than 18-22 years of age/or individuals who, because of special characteristics and needs, have rarely in the past pursued degrees in higher education. The first part of the bibliography covers "Research Identifying Non-Traditional Students" and offers information on student characteristics and needs. Part II, "Research on Specific Types of Non-Traditional Students," focuses on the following types: graduate, special studies, older adults, women, handicapped, adults (general), and foreign students (English as a second language). Part III, "Research on Issues Related to Non-Traditional Students," covers the areas of outcomes, counseling, academic/curriculum, and access. It is suggested that colleges and universities will become more interested in the non-traditional student as traditional enrollments continue to decline. Annotations selected for this bibliography were selected from studies that used the most valid samplings for their data and presented information and/or conclusions having significant implications for collegiate educators concerned with non-traditional learners. (LC)

Descriptors: *Access to Education; Annotated Bibliographies; Counseling; Disabilities; Females; Foreign Students; Higher Education; Nontraditional Education; *Nontraditional Students; Older Adults; Outcomes of Education; *Reentry Students; *Student Characteristics; *Student Needs

DIALOG INFORMATION SERVICES, INC.

ED201950 CG015181
Orientation of Foreign Students.
Althen, Gary
1980 13p.
Sponsoring Agency: National Association for Foreign Student Affairs, Washington, D.C.
Available from: National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, D.C. 20009 (Free, except for postage and handling)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: GENERAL REPORT (140); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEOCT81
This guide examines the problem of providing orientation for foreign students attending U.S. universities. Ideas and suggestions for the design and conduct of orientation programs are provided. Inherent constraints that may impair program success are enumerated, including erratic student arrival times, lack of motivation to participate in orientation, preoccupations, English proficiency, and difficulties in program evaluation; alternatives to complete reliance on formal programsare suggested. The goals of foreign student orientation are outlined and orientation topics are summarized in three categories: (1) practical information; (2) information about the U.S. academic system; and (3) ideas about adjustment to a new culture. Considerations for designing an orientation program are discussed as well as the roles of various personnel involved in foreign student orientation. The problem of financing orientation programs and the difficulty of program evaluation are also addressed. (NRB)
Descriptors: *Acculturation; *Adjustment (to Environment); *College Environment; Cultural Differences; Foreign Student Advisers; *Foreign Students; Helping Relationship; Higher Education; Language Proficiency; Orientation Materials; *School Orientation; *Student Adjustment; Student Problems

ED200558 SP017841
Meeting Student's Needs: A Promising Innovation.
Mason, Betty O.; And Others
10p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Texas
Journal Announcement: RIEAUG81
A centralized office of student services was developed in a college of education to provide academic advice. The office aids students in adding or dropping courses, making degree plans, evaluating transfer work, applying for admission and certification, clarifying graduation and student teacher requirements, and general programmatic counseling. The office has four faculty members who serve as Director of the Office of Student Services, Director of Student Teaching, Director of Early Field Experiences, and Director of International Students. There are also advisors for degree plans and teacher certification. The positive aspects of this operation include the easy accessibility to students and faculty which results from the personnel being physically housed in one central area. Better communication among the personnel responsible for administering the services has reduced student frustration and has increased staff efficiency. (JD)
Descriptors: *Ancillary School Services; *Centralization; Degree Requirements; *Educational Counseling; *Faculty Advisers; Field Experience Programs; Foreign Students; Higher Education; Schools of Education; Student Needs; *Student Personnel Services; Student Teaching; Teacher Certification

ED197633 HE013286
Faculty Member's Guide to U.S. Immigration Law.
Smith, Eugene H.; Baron, Marvin
National Association for Foreign Student Affairs, Washington, D.C.
Sep 1980 24p.
Sponsoring Agency: International Communication Agency, Washington, D.C.
Available from: National Association for Foreign Student Affairs, 1860 19th St., NW, Washington, DC 20009 (2-10 copies $2.50; 11-25, $3.50; 26-50, $5.00; 51-100, $10.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: LEGAL MATERIAL (090); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUN81

Immigration laws and regulations are briefly summarized to aid faculty members in understanding problems faced by foreign students and scholars. The objective is to enable faculty to properly advise foreign students regarding their academic programs and to recognize when a foreign student or scholar needs to be referred to the foreign student adviser for assistance. The following areas are covered: basic immigration documents and terminology, classifications of foreign students and scholars, and miscellaneous related matters. For purposes of immigration law, foreign students are classified as F-1 students, J-1 exchange visitor students, immigrants and refugees, nonimmigrants who are in the United States for some principal purpose other than study, and dependents of other aliens. Different regulations pertaining to the foreign student classifications are covered and include those regarding entering the United States, maintaining status, and employment. Foreign scholars are classified as follows: visitor for business, visitor for pleasure, practical trainee, postdoctoral student, exchange visitor, temporary worker of distinguished merit and ability, other temporary worker, other trainee, and immigrant or permanent resident. Steps to acquire immigrant status and the following miscellaneous matters are considered: institutional policy and staffing, immigration attorneys, support services, health insurance, federal and state income taxes, social security tax, federal financial aid, and expectation of scholars. (SW)

Descriptors: College Faculty; *College Students; Faculty Advisers; Federal Legislation; *Federal Regulation; *Foreign Nationals; *Foreign Students; Government Role; Guidelines; Higher Education; *Immigrants; Immigration Inspectors; *International Educational Exchange; Laws; Refugees; Researchers

Identifiers: *Immigration Law

ED195893 CG014845
The Foreign Student in Elementary and Secondary Schools: A Guide for Administrators and Pupil Services Personnel.
Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.; National Association for Foreign Student Affairs, Washington, D.C.
Sep 1980 30p.
Report No.: E-80-14019
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAY81
Government: Federal

This guide provides guidelines and information for school administrators and pupil personnel services personnel who work with students from abroad. Immigration laws and statuses are briefly reviewed, and legal steps are presented for meeeting Immigration and Naturalization Service regulations before enrolling foreign students. Information is provided to help schools: (1) develop policies and procedures for the admission, evaluation, and placement of foreign students; (2) evaluate each student's English language proficiency; (3) design appropriate counseling services; (4) review school district policies; and (5) deal with financial concerns of non-immigrants. An annotated bibliography is followed by appendices of various foreign student and non-immigrant forms. (NRB)

Descriptors: *Administrator Role; Board of Education Policy; Elementary Secondary Education; English (Second Language); *Foreign Student Advisers; Foreign Students; Language Proficiency; Legal Responsibility; *Pupil Personnel Services; School Counseling; *School Policy; *School Responsibility; *Student Adjustment

DIALOG INFORMATION SERVICES, INC.

ED194410 S0012931

Readings in Intercultural Communication: Volume V, Intercultural Programming.

Hoopes, David S., Ed.

Society for Intercultural Education, Training, and Research.

Jun 1976 206p.; For related documents, see SO 012 927-930.

Sponsoring Agency: Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEMAR81

This booklet contains 18 articles by 25 authors on the topic of intercultural programming. As used here, intercultural programming is defined as the conduct of cross- or multi-cultural programs which use intercultural communication concepts to further the learning or develop the communication skills of foreign nationals in the United States and/or the Americans with whom they come in contact. Most of the articles relate to foreign students in American colleges and universities. The articles are categorized under the following topics: orientation, host family training, cross-cultural counseling, cultural awareness for faculty and staff, intercultural communication workshops, foreign students as educators, living/learning centers, multi-cultural leadership, and reentry/transition. Many of the articles present models for workshops or seminars. (Author/AV)

Descriptors: Adult Education; *College Students; *Communication Skills; Counseling; Course Descriptions; *Cultural Interrelationships; Culture Contact; Educational Resources; Essays; *Foreign Students; Higher Education; Human Relations; *Intercultural Programs; Intergroup Education; Leadership; Models; Workshops

ED194409 S0012930

Readings in Intercultural Communication, Volume IV. Cross-Cultural Counseling: Intercultural Helping Relationships.

Pedersen, Paul, Ed.

Society for Intercultural Education, Training, and Research.

Jun 1974 155p.; For related documents, see SO 012 927-931.

Sponsoring Agency: Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEMAR81

Seventeen essays are presented which explore aspects of intercultural communication as it relates to the counseling profession. The papers describe cross-cultural dimensions of the counseling relationship, the adjustment process, the point of view of special populations, and suggestions for counselor training. The compilation was made in the belief that people working with multicultural populations must be aware of their own bias and the cultural values of their target audience. Section I presents four papers about counseling guidance and therapy relationships. Topics include guidance implications of concepts from the fields of culture and personality, cultural barriers in the counseling relationship, and the counseling process and its cultural setting. Section II includes studies of the mental health, adjustment, and counseling problems of students from Asian countries. The five papers in Section III explore intercultural problems of specific groups in American society, including Mexican-Americans, Chinese-Americans, Blacks, and American-Indians. Section IV offers four papers about cross-cultural counselor training. Among the topics are cultural stereotyping among psychotherapists and cross-cultural training of mental health professionals. (AV)

Descriptors: Adjustment (to Environment); Adult Education; Communication (Thought Transfer); *Communication Skills; *Counseling; Counselor Client Relationship; Counselor Training; Cultural Awareness; *Cultural Interrelationships; *Cultural Pluralism; Culture Contact; Educational Resources; Essays; Ethnic Groups; Foreign Students; Higher Education; Human Relations; *Mental Health Programs

ED191358 HE012999
Research and Publication in General College. General College Newsletter. Vol. 28, No. 2, April 1980.
Moen, Norman W., Ed.
Minnesota Univ., Minneapolis. General Coll.
Apr 1980 21p.
Available from: University of Minnesota, General College, 106 Nicholson Hall, 216 Pillsbury Drive, S.E., Minneapolis, MN 55455
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); SERIAL (022)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEJAN81
A sampling is presented of items from the 1979-80 survey of research and publications in and about the University of Minnesota General College. This includes these discipline areas and sample research projects: recent General College-based doctoral dissertations (title and authors); counseling and student development research reports, 1979-1980; arts, communication, and philosophy research (this example is of a program to give foreign students a command of English language); social studies (peer group tutoring in a psychology course); science, business, and mathematics (self-paced instruction in mathematics); and General College in-house publications. (MSE)
Descriptors: Counseling Services; *Doctoral Dissertations; English (Second Language); Foreign Students; Higher Education; *Institutional Research; Mathematics Instruction; Pacing; Peer Teaching; Psychology; *Publications; *Research Projects; Student Personnel Services
Identifiers: *University of Minnesota

ED188560 HE012919
A National Survey of Chief Student Personnel Officers at Randomly Selected Institutions of Postsecondary Education in the United States.
Thomas, Henry B.; Kaplan, E. Joseph
1980 16p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV80
A national survey was conducted of randomly selected chief student personnel officers as listed in the 1979 "Education Directory of Colleges and Universities." The survey addressed specific institutional demographics, policy-making authority, reporting structure, and areas of responsibility of the administrators. Over 93 percent of the respondents have policy-making authority and report to the chief executive officer of the institution. Areas of responsibility indicated by more than 50 percent of the respondents include: counseling services, health services, career planning, student judicial services, student activities, student government, psychological counseling, financial aid, student publications, international student advising, admissions, veterans' services, handicapped student services, intramural sports, student records, registration, retention, and recruitment. The survey instrument is appended. (Author/MSE)
Descriptors: *Administrative Organization; *Administrator Responsibility; *Administrator Role; Admissions Counseling; Career Counseling; *College Administration; Counseling Services; Disabilities; Discipline; Extracurricular Activities; Foreign Students; Health Services; Higher Education; National Surveys; Policy Formation; Power Structure; School Holding Power; School Registration; Student Financial Aid; Student Government; *Student Personnel Services; *Student Personnel Workers; Student Publications; Student Records; Student Recruitment; Veterans

ED183968 CG014156
Understanding and Counseling Asian American Students.
Chandras, Kananur V.
[Oct 1979 12p.; Paper presented at the Annual Convention of the Southern Association for Counselor Education and Supervision (Daytona Beach, FL, October 6-9, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEAUG80
Asian American students who encounter personal problems may hesitate to utilize counseling and mental health facilities on campuses, being fearful that family, friends and/or relatives may consider them emotionally unstable. Counselors and mental health workers may lack understanding of language and cultural background of Asian-American students, resulting in frustrations and misunderstandings for both parties involved. Counselors, teachers, administrators, and non-Asian-American students would benefit from more information on diverse cultural backgrounds, acculturation and assimilation problems, counseling implications, and mental disorders involving identity problems for Asian-American students. (Author/BMW)
Descriptors: *Adjustment (to Environment); *Asian Americans; Educational Attitudes; Foreign Student Advisers; *Foreign Students; Guidance Programs; Higher Education; *Individual Counseling; Self Concept; *Social Differences; State of the Art Reviews; Student Needs; *Student Personnel Services; Youth Problems

ED180398 HE012142
The Fulbright Program in Israel.
Yglesias, Kenneth D.; Krauskopf, Daniel
[1979 12p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEMAY80
An overview of the United States-Israel Educational Foundation is presented. The aim of the foundation is to support educational exchange activities between Israel and the United States. The three primary means of achieving this interchange are: support for the broadening of individual skills in specific areas of learning; strengthening the institutions of higher learning in both countries; and reinforcement of the linkages between the academic communities of both countries. The program that serves the largest number of actual or potential students is the student counseling component. The primary program focus is exchange of scholars as articulated by the Fulbright Act of 1944 and the Fulbright-Hays Act of 1961. The organization of the foundation, which is housed in the United States Embassy in Tel Aviv, and the nature of U.S. Government involvement are outlined. (SW)
Descriptors: Cooperative Programs; *Educational Counseling; Foreign Countries; Higher Education; International Education; *International Educational Exchange; *Philanthropic Foundations; *Student Exchange Programs; *Study Abroad
Identifiers: Fulbright Act 1944; *Israel; United States Israel Educational Foundation

ED171155 FL010370
Five Bibliographies on Intercultural Communication.
Hoopes, David S.; Frank, Toby S.
National Association for Foreign Student Affairs, Washington, D.C.
1977 24p.
Available from: National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, D.C. 20009
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT79
This is a collection of five annotated bibliographies of basic reference materials in the general area of cross cultural education. The following specific topics are covered: (1) the admission of foreign students to U.S. institutions of higher education; (2) materials for displays at workshops on English as a second language; (3) documents of interest to advisors of foreign students; (4) books and pamphlets of interest to persons in community work who are responsible for working with international students and planning programs in the community; and (5) sources of information on work, study, and travel abroad. (Author/AMH)
Descriptors: Admission Criteria; Annotated Bibliographies; Community Coordination; Coordinators; *Cross Cultural Training ; Cultural Awareness; Cultural Education; English (Second Language); Foreign Student Advisers; *Foreign Students; Higher Education; *International Educational Exchange; *Resource Materials; *Student Exchange Programs; *Study Abroad

DIALOG INFORMATION SERVICES, INC.

ED165524 HE010741
Foreign Students in the United States: Is the Welcome Mat Out?
Eddy, Margot Sanders
American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Dec 1978 6p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Available from: Association for the Study of Higher Education, Suite 780, One Dupont Circle, Washington, D.C. 20036 ($0.40)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUN79

Problems facing foreign students in American colleges and universities are examined. With the number of foreign students studying in the United States increasing each year (over 203,000 in 1976-77), services for foreign students need to be expanded with more emphasis on improving orientation programs. Preadmission screening and counseling are urged to familiarize potential students with the American educational system, standards of academic performance, and social behavior. Obstacles cited include the language problem, degree requirements, course structure; course content, and academic standards. The importance of academic advising to alleviate confusion over course options and program organization is discussed. Also considered are economic problems encountered by foreign students who come with limited funds and have unrealistic ideas about the availability of financial aid or other sources of income and did not anticipate inflation, changed or extended their coursework or overextended themselves buying American consumer goods. Problems of cultural assimilation are noted. Several possible solutions to ease the transition for foreign students are suggested: (1) standardized admissions information centrally organized and easily available; (2) more thorough orientation programs; (3) special training for teachers who instruct foreign students; (4) programs to prepare foreign students for reentry to their home countries; (5) maintenance of contact with foreign alumni. (BH)

Descriptors: Ancillary Services; College Role; *College Students; Financial Needs; Foreign Nationals; Foreign Student Advisers; *Foreign Students; Higher Education; Language Fluency; Special Programs; *Student College Relationship; Student Exchange Programs; *Student Needs, Student Personnel Services; *Student Problems
Identifiers: Information Analysis Products

ED163852 HE010667
Undergraduate Foreign Student Review.
Bailey, Robert L.; Powell, Frances
California Univ., Berkeley. Office of Admissions and Records.
Jul 1978 42p.
Available from: Office of Admissions and Records, University of California, Berkeley, CA
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEMAY79

In July 1970 the University of California reviewed and made recommendations for its international educational exchange program for all campuses. The recommendations were: (1) foreign students should be 4-6 percent of the student population on each campus; (2) they should be admitted once a year, with early admission deadlines; (3) they should have adequate financial support; (4) they should be better distributed (geographically and in academic disciplines); (5) English language proficiency should be assured; (6) foreign student offices should have sufficient staffs; (7) physical facilities should be designated to promote interaction between foreign and American students; and (8) orientation programs should be expanded. For the most part these goals have not been met at Berkeley, and the present study was undertaken to determine why, and what can be done for foreign student programs in the future, especially in relation to the admissions and records office functions. Some numerical data are provided, in tabular form. (MSE)

Descriptors: *College Admission; College Students; Early Admission; Facility Planning; Foreign Student Advisers; *Foreign Students; Geographic Distribution; Institutional Research; *International Educational Exchange; Language Proficiency; Majors (Students); Postsecondary Education; *Program Development; Program Evaluation; Research Projects; School Orientation; State Universities; Statistical Data; Student Financial Aid; *Student Personnel Services; Student Recruitment

ED150751 CS502233
Counseling Appropriateness: An Exploration from a Cross-Cultural Perspective.
Walter, Jane H.
Jul 1978 10p.; Paper presented at the Speech Communication Association Summer Conference on Intercultural Communication (Tampa, Florida, July 17-21, 1978)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEFEB79
Although international students studying in the United States are identified as a high risk group under considerable stress, counseling services which meet their special needs are few and generally ineffective. American counselors have not been trained to provide effective support to clients whose cultural values differ from their own, and often their efforts have been counterproductive. As a result, the use of counseling services by international students has been minimal. Instead, these students turn to other internationals for help in solving their personal problems, a situation which hinders the students' adaptation to the host culture and the development of their own independence. However, while cross-cultural counseling is difficult, it is not impossible. Research has shown that effective cross-cultural counseling can occur if counselors emphasize the total personhood of the client in terms of the client's culture rather than their own. Empathy, congruence, positive regard, and openness of communication between counselor and client are also essential to effective counseling. To achieve this, counselor training should include courses and practical experience in cross-cultural counseling. (FL)
Descriptors: Counseling; *Counseling Effectiveness; *Counseling Services; Counseling Theories; Counselor Client Relationship; *Counselor Performance; *Cross Cultural Studies; Culture Conflict; *Foreign Students; Higher Education; *Literature Reviews

ED155579 CG012700
Relationships Between Adjustment of International Students and Their Expressed Need for Special Programs and Services at a U.S. University: Research and Implications.
Stafford, Thomas H., Jr.; And Others
Mar 1978 25p.; Paper presented at the Annual Meeting of the American College Personnel Association (Denver, Colorado, March, 27-30, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV78
This study represents a continuation of previous interest in conducting research on 747 international students from 71 countries enrolled at North Carolina State University. The purpose of this study was: (1) to determine the level of adjustment of international students in selected areas and to compare adjustment levels on the basis of student classification and the student's geographic area; (2) to define the extent to which international students used selected university services and programs and to compare this usage on the basis of student classification and student's geographic area; (3) to determine the extent to which international students needed selected university services and programs but did not use them on the basis of student classification and student's geographic area; (4) to determine student satisfaction with the use of university services and programs and to compare this satisfaction on the basis of student classification and student's geographic area; and (5) to determine the relationship between adjustment in selected areas and use of university services and programs. Methods and results of the study are reported. (Author)
Descriptors: *Adjustment (to Environment); *College Students; Foreign Student Advisers; *Foreign Students; Higher Education; Research Projects; *Services; Special Programs; Student College Relationship; *Student Needs
Identifiers: *North Carolina

ED154858 JC780264
The Foreign Student in United States Community and Junior Colleges; A Colloquium Held at Wingspread, Racine, Wisconsin, October 18-20, 1977.
College Entrance Examination Board, New York, N.Y.
1978 94p.; Colloquium was sponsored by the American Association of Community and Junior Colleges and The National Liaison Committee on Foreign Student Admissions
Sponsoring Agency: Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.
Available from: College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($5.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CONFERENCE PROCEEDINGS (021)
Journal Announcement: RIEOCT78
The impact of foreign students enrolled at United States community and junior colleges and ways to help institutions, government, and other agencies improve the quality of their experiences are explored in these colloquium papers. The papers include: "To Transcend the Boundaries" by Edmund J. Gleazer, Jr., covering why foreign students attend community colleges, the need for organizing principles for handling these students, the differences between community colleges and four-year institutions, community-based education, and what happens to foreign students in the community college setting; "Profile of Foreign Students in United States Community and Junior Colleges" by Theodore Diener, on foreign students' characteristics and demography; "Constraints and Issues in Planning and Implementing Programs for Foreign Students in Community and Junior Colleges" by S. V. Martorana; and "Effective Programming for Foreign Students in Community and Junior Colleges" by A. Hugh Adams. A "Public Statement" issued by the colloquium deals with the purpose of international education in United States community colleges, foreign student enrollment as a facet of the international education program, and colloquium conclusions for local, state, and national levels relative to preadmissions information, admissions, English ability, finance, health and housing, guidance and counseling, and instruction. (TR)
Descriptors: College Admission; Community Colleges; Conference Reports; Conferences; Counseling; *Educational Policy; Foreign Nationals; *Foreign Students; Government Role; *Government School Relationship; Program Development; Student Characteristics; Student Personnel Services; *Two Year Colleges; *Two Year College Students

ED152144 HE009692
Foreign Student Advisers and Learning With Foreign Students.
Mestenhauser, Josef A.; Barsig, Dietmar
Minnesota Univ., Minneapolis.
1977 23p.
Sponsoring Agency: Agency for International Development (Dept. of State), Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.
Report No.: 00178
Available from: National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAUG78
Addressed to foreign student advisers, this brochure presents the view that the changing times, domestically and internationally, suggest that foreign students are needed here for the education of our own students. It outlines a method by which foreign student advisers and others working with foreign students can provide such learning opportunities for college credit, thus establishing themselves as persons who provide direct education for students in addition to supportive services. A massive expansion of existing programs is advocated so that intercultural learning can be available to a large group of students and faculty. The program "Learning with Foreign Students" was developed at the University of Minnesota and is described as an example of an intercultural learning program. Objective of the program, reactions of students to the pilot program, and methods of implementation are discussed. (SPG)
Descriptors: Cross Cultural Studies; *Cultural Exchange; Foreign Culture; *Foreign Student Advisers; *Foreign Students; Higher Education; Intercultural Programs; *International Educational Exchange; Pilot Projects; Student Recruitment
Identifiers: Learning with Foreign Students Program; University of Minnesota

DIALOG INFORMATION SERVICES, INC.

ED144663 JC770477
Professional Associations for Two-Year College Student Development Staff.
Young, Robert B., Comp.; And Others
Sep 1977 78p.; Not available in hard copy due to marginal legibility of original document
Sponsoring Agency: American Coll. Personnel Association, Washington, D.C. Commission XI-Two Year Coll. Student Development.; National Council on Student Development, Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: DIRECTORY (132)
Journal Announcement: RIEFEB78
This directory lists 428 professional associations which serve two-year college student development workers. It includes 46 national, 86 regional, and 296 state and substate associations. Most entries contain the organization name, address, phone number, annual fee cost, contact person, purpose, and the persons or areas served. The result of a national survey sponsored by the American College Personnel Association, the directory is a valuable resource for all student development professionals, with listings relevant to counseling, testing and evaluation, career planning and placement, financial aid, housing, orientation, foreign students, veterans, student activities, athletics, college unions, bookstores, admissions, registration, and health services. (RT)
Descriptors: Admissions Counseling; Community Colleges; *Counselors; *Directories; Foreign Student Advisers; Guidance Personnel; National Surveys; *Professional Associations; Specialists; *Student Personnel Workers; *Two Year Colleges

ED144455 HE009239
The Intra-European Mobility of Undergraduate Students.
European Cultural Foundation, Amsterdam (Netherlands).
Dec 1975 77p.; Best copy available
Sponsoring Agency: Commission des Communautes Europeennes (Luxembourg).
Available from: Institute of Education of the European Cultural Foundation, Universite Paris IX-Dauphine, Pl.du Ml-de-Lattre-de- Tassigny, 75116 Paris, France
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB78
Undergraduate student mobility in Europe, which is seen as a desirable objective by the European communities, is examined in this study. The idea of mobility includes a term or year of study in a foreign country as well as stays of a month or two resulting from inter-university agreements or twinning schemes, or even periods of training that round off the requirements for certain diplomas. This report deals with: the motivations underlying undergraduate student exchange; the less-than-satisfactory level of student exchange; obstacles to the free circulation of students; and organized mobility. A pragmatic policy is proposed, including the development of a practical guide for students containing information on admission requirements; a summary of the university systems; courses, grades, and diplomas; cases of equivalence; scholarships; and advisory agencies. Included are draft proposals for: establishment of a consultative committee; improvement of relevant statistical information; the level of British enrollment fees for other EEC students; equality of access to higher education for the children of migrant workers; and time allowances for periods spent abroad for purposes of study. (Author/LBH)
Descriptors: Access to Education; Admission (School); Cooperative Planning; *Foreign Countries; Foreign Student Advisers; Foreign Students; Higher Education; *Institutional Cooperation; *International Educational Exchange; *Student Exchange Programs; *Student Mobility; *Study Abroad; Undergraduate Students
Identifiers: Belgium; Denmark; *Europe; France; Great Britain; Ireland; Italy; Netherlands; West Germany

ED143332# IR004939
Trends in Counseling and Information Services for the Adult Learner.
Ironside, Diana J.; Jacobs, Dorene E.
Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.
1977 105p.; Occasional papers 17
Sponsoring Agency: United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Available from: Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6
Document Not Available from EDRS.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEJAN78
This review of the literature on the topic of counselling and information services for adult learners was commissioned by UNESCO in autumn 1974. Topics addressed include (1) social context of adult education in the 1970's, (2) need for services, (3) trends in counselling, (4) trends in information services, (5) services to women and the disadvantaged, and (6) innovations in the field. An extensive annotated bibliography covers the above topics as well as vocational and career counselling; services to families, single men, professionals, the aged, and handicapped; and nontraditional forms of learning. (STS)
Descriptors: *Adult Counseling; Adult Education; Adult Programs; *Adult Students; Adult Vocational Education; *Annotated Bibliographies; *Counseling Services; Disadvantaged ; Educational Innovation; Experimental Programs; *Information Services; International Educational Exchange; Needs Assessment ; Professional Continuing Education; *State of the Art Reviews

ED139464 JC770284
The International Student Program in Texas Community Colleges, 1976-1977. A Status Study.
McMullen, William M.
May 1977 15p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEOCT77
Questionnaires were sent to Deans of Students at Texas community colleges in order to gather information on the international (foreign student) programs at the various colleges. Areas examined included admissions requirements, pre-conditional admissions requirements, and handling of international students subsequent to admission. Of the 46 schools responding to the survey, 39 indicated they enrolled international students. The average number of internationals per institution was 64, with six schools reporting international enrollments in excess of 100, and one school with more than 600. Two-thirds of the colleges admitting internationals had a staff member designated as international student advisor, although only three had separate budgets for an international student office. Admission requirements were found to vary, with the Test of English as a Foreign Language primarily used as a screening device. Some financial aid, albeit limited, was available to international students, and most schools provided developmental programs in English and mathematics. Among the recommendations offered to improve the effectiveness of international programs were establishment of an international student advisor organization, requirement of automobile and hospitalization insurance for internationals, and budgetary and staff support for international student offices at schools enrolling 75 or more internationals. (JDS)
Descriptors: *Admission Criteria; College Admission; Community Colleges; Foreign Student Advisers; *Foreign Students; *International Programs; State Surveys; Student Financial Aid; *Student Personnel Services; *Two Year Colleges
Identifiers: *Texas

ED136616 FL008493
Making it in the Real World.
Armstrong, Fiona; And Others
1976 10p.; Paper presented at the New York State English for Speakers of Other Languages/ Bilingual Education Conference (October 1976)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEAUG77
This paper describes a project designed to facilitate the rapid movement of adult students from the classroom into vocational training, jobs, or higher education. The project deals with junior and senior high school dropouts, some from New York and some from Puerto Rico. The basic premise of the program is that, while these students return to school because they feel they need further instruction in English, what they also need are other skills vital for success in the working world. Basic features of the program include: flexible class groupings, non-traditional classroom settings, reinforcement of a positive self-image, but most of all, training not only in English as a second language but also in academic skills (including test-taking strategies), vocational opportunities, and in the values and behavior patterns of the working world. The success of this program depends on a mutually supportive group of teachers who constantly examine and re-evaluate the objectives of the students and the program, diagnose the proficiency and learning problems of each student, and coordinate the teaching of the various skills on different levels. (Author/AM)
Descriptors: Adult Dropouts; Adult Education; Adult Programs ; Adult Students; *Adult Vocational Education; *Basic Skills; Business Skills; *Career Guidance; *Daily Living Skills; *English (Second Language); Foreign Students; Interviews; Job Skills; *Language Instruction; Language Skills; Postsecondary Education; Puerto Ricans; Self Concept; Teaching Methods; Vocational Education

ED134888 CG011063
A Rationale for a Counseling Program Designed Uniquely for International Students.
Altscher, Diane C.
[1976 11p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976); Best copy available
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL77
This paper outlines the broad scope of difficulties that international students encounter upon their arrival at an American institution. These students are confronted with unfamiliar customs, unappetizing food, a novel educational system, loneliness and isolation, communication difficulties, prejudice, confusion about relationship building, and lack of knowledge about social and student etiquette and American survival skills. Colleges provide a variety of support services for the incoming American freshman student, but all too often ignore the unique problems of the foreign student. Institutions that expect to serve adequately the international student population need to provide an ongoing counseling program designed specifically for students from abroad. (Author)
Descriptors: *Adjustment (to Environment); *College Students ; Counseling Objectives; *Counseling Services; Counselor Role; *Cultural Isolation; *Foreign Student Advisers; *Foreign Students; Higher Education; Program Proposals; Student Needs; Student Personnel Services

ED131357 CG010904
A Nontraditional Approach to Counseling International Students.
McMillen, Patricia J.
13 Apr 1976 40p.; Paper presented at the annual meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976) ; Not available in hard copy due to marginal reproducibility of original
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAPR77
The intent of this program is to explore a comprehensive plan for counseling international students at home and abroad. The goal is optimum development of the student to insure a positive personal and educational experience. Changes in international educational exchange, such as the presence of foreign students in special programs, necessitate rethinking of counseling and guidance procedures. A program for a counseling service to meet these needs is presented. Aspects which are highlighted are determination of needs and objectives, feasibility of testing, institutional accountability, in-service training, evaluation procedures and international alumni as a continuing resource. The primary and culminating emphasis is on guidance and counseling where the dynamics of interaction take place. The counselor's focus should be on developmental, preventative and remedial aspects in helping students to increase self-understanding, deal effectively with problems and reach constructive responsible decisions. Adjustment of the individual and the environment, planning and teamwork, leadership articulation and organization are stressed. Central to the entire process is recognition of the uniqueness of each individual. (Author)
Descriptors: *Adjustment (to Environment); *Counseling Objectives; *Counseling Services; *Cross Cultural Training; Cultural Isolation; Foreign Student Advisers; *Foreign Students; Higher Education; Inservice Education; International Programs; Orientation; Program Descriptions

DIALOG INFORMATION SERVICES, INC.

ED109965 HE006569
The Foreign Undergraduate Student: Institutional Priorities for Action.
College Entrance Examination Board, New York, N.Y.
1975 118p.; Papers presented at a colloquium sponsored by The National Liaison Committee on Foreign Student Admissions (Racine, Wisconsin, June 20-21, 1974)
Available from: College Board Publication Orders, Box 2815 Princeton, N.J. 08540 ($2.50)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CONFERENCE PROCEEDINGS (021)
Journal Announcement: RIEDEC75
A group representing United States higher education, Federal Government, foundations, and professional agencies and associations met to discuss the issue of the impact that undergraduate foreign students and United States postsecondary education have on each other. The meeting was organized around three prepared papers. The papers dealt with the ideal, the real, and the practical approach to undergraduate foreign student programs. This document reprints those papers. With insights gathered from the colloquium, some guidelines were established that might be utilized entirely or in part by institutions, government, professional associations, and foundations as they develop an achievable strategy, one in which the "ideal," or the dream, and the "real" with all its existing constraints, were concurrently examined. Some recommendations include: (1) information sources overseas; (2) integrity in admissions; (3) clearinghouses; (4) curricular reform; (5) legislation; (6) service to institutions; (7) institutional self-study; (8) research; (9) two-year colleges; (10) proprietary schools; (11) liaison with financial aid office; (12) accrediting; (13) international foreign student association. (Author/KE)
Descriptors: Admission Criteria; Colleges; Community Colleges; Financial Support; Foreign Countries; *Foreign Student Advisers; *Foreign Students; *Higher Education; Information Dissemination; Organizations (Groups); Proprietary Schools; *Undergraduate Students; *Undergraduate Study; Universities

ED104259 HE006381
International Educational Interchange: The College, the University, and the Foreign Student.
National Association for Foreign Student Affairs, Washington, D.C.
1974 32p.
Sponsoring Agency: Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.
Available from: National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009 ($0.25 handling plus postage)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAUG75
The Committee on Foreign Students in American Colleges and Universities published its findings in 1963 and reviewed areas of need and made recommendations for strengthening educational exchange programs in U.S. universities and colleges. This reprint of the committee's findings is in three chapters: education's stake in International Exchange, The University's Responsibilities to the Foreign Student, and The Administration of Services for Foreign Students. Chapter 1 reviews the stakes of the university, the national interest, and the international community in international exchange. Responsibilities of the university, discussed in Chapter 2, include admissions, English language, orientation, academic advising, personal counseling, and the foreign student as alumnus. Chapter 3 reviews the staff, the budget, and administrative services. (MJM)
Descriptors: Admission (School); Counseling; Educational Administration; Exchange Programs; *Foreign Students; *Higher Education; *Institutional Cooperation; Institutional Role; Orientation; *Student Exchange Programs

DIALOG INFORMATION SERVICES, INC.

ED097853 HE006010
An Inquiry into Departmental Policies and Practices in Relation to Graduate Education of Foreign Students.
National Association for Foreign Student Affairs, Cleveland, Ohio Field Service Program.
Apr 1972 58p.
Available from: National Association for Foreign Student Affairs, 1860 19th Street, N. W., Washington D.C. 20009 ($0.50)
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAR75
This report is the result of inquiries conducted during the winter of 1971 at 12 universities into departmental policies and procedures in relation to the foreign student. Two departments were surveyed at each university, providing 24 reports or case studies. The results were reviewed by the members of the Task Force on Crucial Issues, and conclusions were synthesized indicating: (1) Effective cooperation exists between the administrators of the academic departments surveyed and the universities' foreign student advisor's offices. (2) Departments do not provide special orientation and counseling services for their foreign students. (3) Most of the departments are not accommodating the special needs and problems of foreign students, except adjusting course loads during the initial semester if a language handicap exists. (4) In one-third of the departments surveyed a few foreign students serve on departmental committees. (5) The departments offer neither special services nor special programs to foreign students as differentiated from those available to all students. (6) Doctoral candidates are not encouraged to write theses in absentia on topics pertinent to their own countries. (7) In most departments, the faculty will make an effort to determine the unique needs of a student's country in planning his program. (MJM)
Descriptors: Case Studies; Counseling; Departments; Doctoral Degrees; *Educational Needs; *Educational Policy; Educational Practices; *Foreign Students; *Graduate Study; *Higher Education; Masters Degrees; Universities

ED096599 CG009380
Problems of International Students Enrolled in Texas Public Community Colleges as Perceived by International Students and International Student Advisors.
Hart, Roy H.
Aug 1974 41p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB75
This study investigates student personnel problem perceptions of international students and international student advisors on selected community college campuses in Texas. The International Student Problem Inventory (ISPI) was administered to 220 international students and 30 international student advisors. Percentages were utilized to identify and compare problem perceptions of those taking the ISPI. Based on responses from the questions, some of the findings were: (1) international student advisors and international students perceived the most problems in the areas of the English language, financial aid, admissions and selection, and academic advising and records; (2) no significant differences were found between urban and rural student perceptions; (3) female students showed significantly different perceptions in several areas when compared with male students; (4) no significant differences were found between students on campus for varying lengths of time; and (5) no significant differences were found between married and single students. The author recommends that another study be undertaken to identify the existing and ideal background, role, and function of a model international student office in a public community college. (Author/PC)
Descriptors: *College Students; Comparative Analysis; *Foreign Student Advisers; *Foreign Students; Research Projects; *Student Problems; *Tests
Identifiers: *International Student Problem Inventory

ED083985 JC730281
Foreign Students in Community & Junior Colleges.
Kerr, Lornie
American Association of Community and Junior Colleges, Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.
1973 30p.
Available from: American Ass'n. of Community and Junior Colleges, One Dupont Circle, Washington, D. C. 20036 ($1.50)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR74
A guide for two-year college administrators in dealing with foreign students and the administration of a foreign student program is presented. Topics discussed include the role of the community/junior college, admission policies, advising foreign students, orientation, housing, community volunteers, on-campus program, professional associations, services offered by agencies in the international field, and a bibliography on enrollment of foreign students. (CK)
Descriptors: *Administrator Guides; Admission Criteria; Bibliographies; *College Admission; College Housing; *College Role; Community Colleges; Counseling Services; *Foreign Student Advisers; *Foreign Students; *Postsecondary Education; Student College Relationship; Two Year Colleges

ED071507 FL003681

Report of the Training Workshop on the Evaluation of Asian Educational Credentials (Vietnam, Laos, Cambodia, Thailand, Indonesia, Korea).

Dremuk, Richard, Ed.

Hawaii Univ., Honolulu. East-West Center.; National Association for Foreign Student Affairs, Washington, D.C.

Aug 1968 151p.; Workshop held in Honolulu, Hawaii, November 26 - December 9, 1967

Sponsoring Agency: Asia Foundation, New York, N.Y.; Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY73

This report was planned to facilitate the task of college admissions officers of American educational institutions in the evaluation of foreign credentials. The educational systems of Cambodia, Laos, Vietnam, Indonesia, Korea, and Thailand are examined in depth and include discussions of each country's educational history and educational structure. The highlights of workshop discussions are included. Placement recommendations concerning the foreign student serve as a guide for counselors processing applications for admission to American institutions. Information concerning the workshop program, staff and participants, and country groups, and a bibliography of preparatory material are provided. (RL)

Descriptors: Academic Records; Academic Standards; Admission (School); *Admission Criteria; *College Admission; College Bound Students; College Freshmen; *Educational Counseling; Educational Diagnosis; *Foreign Students; Out of State Students; *Student Placement

Identifiers: Cambodia; Indonesia; Korea; Laos; Thailand; Vietnam

ED066699 CG007495

Advising Offices Overseas-Closing the Information Gap.

Vroman, Clyde

Apr 1972 15p.; Presented at the 58th Annual Meeting of the American Association of Collegiate Registrar and Admissions Officers, April 20, 1972, Cleveland, Ohio

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJAN73

This paper consists of two parts. Section I summarizes the author's experiences in Japan during 1971 when he served as a Visiting Consultant on Student Counseling Services to the U. S. Educational Commission, Japan. It was concluded that the need for the counseling service is high, student counseling roles must be firmly established, and the existing program of counseling services needs expansion. Limitations due to staff and budget are recognized, but information resources must be expanded and improved. Section II of this report contains suggestions for improving overseas communication methods. These suggestions were: (1) decide institutional roles, requirements, and policies regarding enrollment of foreign students; (2) evaluate catalogs and publications for foreign students, and (3) evaluate the system and procedure for serving foreign students. It is hoped that the reader will find a number of basic principles and examples of action designed to solve problems, that will encourage one to contribute to the area of services to foreign students. (Author/BW)

Descriptors: *Counseling Services; Foreign Countries; *Foreign Student Advisers; *Foreign Students; International Education; International Relations; *Student Personnel Services; Student Personnel Workers

DIALOG INFORMATION SERVICES, INC.

ED066138# HE003314
Exploring Education. Students from Overseas.
Yates, Alfred, Ed.
National Foundation for Educational Research in England and Wales, London.
1971 46p.
Available from: Fernhill House, Ltd., Publishers Importers Distributors, 303 Park Ave. South, New York 10, New York ($1.25)
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEDEC72
Students entering college for the first time are often confronted with adjustment problems that seem to them unsurmountable and impossible. There is the transition from living dependently with parents to semi-independent living on the college campus, in addition to the many problems encountered in academic areas. If a student, accustomed to the speech, climate, and other college environmental features, experiences great difficulties in adjustment, it is no surprise that students studying in a foreign country experience even greater problems. To define and ultimately alleviate some of the problems of foreign students, a study of foreign students in Great Britain was conducted. From the study it is clear that there is a need for systematic and effective procedures whereby the academic capabilities of foreign applicants may be assessed so that they can be assigned to courses that are suited to their requirements. Criteria for admission that have been found to have predictive value are: grades obtained in previous academic work; English test scores; an assessment of the candidate's financial resources; and an appraisal of the student's capacity to adjust to a new social and cultural environment. The other most pressing need for foreign students is the need for more effective guidance and counseling to be made available after their arrival in Britain and throughout their stay. Such counseling could mean the difference between a foreign student dropout and a successful happy foreign student. (HS)
Descriptors: *Ability Identification; *Foreign Student Advisers; *Foreign Students; *Higher Education; *International Education; Student Adjustment; Student Evaluation; Student Exchange Programs

ED066135 HE003305
The International Campus.
Coan, Clark, Ed.
Kansas Univ., Lawrence.
Nov 1971 27p.; International Student Studies 27
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEDEC72
This document presents 2 papers under 1 cover concerning the life of foreign students at the University of Kansas. The first paper, Foreign Students at the University of Kansas by Padma Jayaraman, discusses the difficulties of foreign students in communication with Americans. Foreign students seem to feel alienated from the American culture and find that making friends among Americans is almost an impossibility. However, several programs at the University of Kansas have been instituted to make foreign students feel more at home. These are the KU International Club, the People-to-People program, the Host Family Program, and the Small World, Inc. The second paper, entitled The Office of the Dean of Foreign Students, is by Marie-Claire Roussy. This paper deals with the function and organization of the Dean of Foreign Students' Office with particular emphasis on the special demands and needs of foreign students. The author concludes her paper with a suggestion that more use be made of feedback resources to enable administrative personnel to keep up to date with the problems and needs of foreign students. (HS)
Descriptors: College Students; *Foreign Culture; Foreign Student Advisers; *Foreign Students; *Higher Education; *International Education; Student Exchange Programs; *Student Needs

ED062902# HE002815
Adjustment Experiences of Non-Immigrant Foreign Students at the University of Rochester.
Rising, Muriel Nixon; Copp, Barbara M.
Rochester Univ., N.Y.
1968 64p.
Available from: University of Rochester, River Campus Station, Rochester, New York 14627 ($1.25)
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIESEP72
This pilot inquiry and study was designed to explore some of the adjustment experiences of the foreign students on the University of Rochester campus to provide information useful in orientation programming, foreign student advising, and foreign student counseling. Questionnaires were sent to 45 students and returned by 20 students who matriculated between 1960 and 1967, and 22 students who matriculated between 1963 and 1967 were interviewed. Questions were asked and are dealt with in this document concerning 4 broad areas: (1) adjustment to academic life; (2) adjustment to U. S. culture; (3) adjustment to living at the University of Rochester; and (4) adjustment within and across cultures. The pamphlet should be of use to administrators, advisors, professors, physicians, clergy, and counselors who deal with foreign students. (HS)
Descriptors: *Foreign Student Advisers; *Foreign Students; *Higher Education; International Education; *Student Adjustment; Student Exchange Programs; *Student Needs; Student Personnel Services

ED056919# S0001218
American Cultural Patterns: A Cross-Cultural Perspective.
Stewart, Edward C.
Pittsburgh Univ., Pa. Regional Council for International Education.
Apr 1971 108p.; Dimensions of International Education Series, Number 3
Available from: Regional Council for International Education, 1101 Bruce Hall, Univ. of Pittsburgh, Pittsburgh, Pennsylvania 15213 ($2; free to associates of RCIE member institutions
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEMAR72
The objective of this report is to supply a perspective on some of the cross-cultural problems encountered by American advisors, academicians and technicians overseas or by Americans such as foreign student advisors working in an intercultural mileau in the U.S., for the purpose of promoting more effective communications. Part I presents a conceptualization and description of the cross-cultural problems and discusses the concepts of patterns of thinking, assumptions, and values. Part II delineates and compares American patterns of thinking in the educational context; concepts such as style, language, and dichotomies and explanation are discussed. In Part III substantive descriptions of American assumptions and values are provided. Each chapter deals with one of the following topics (which may be seen as the individual components of a cultural pattern or system of assumptions and values): form of activity, form of relation to others, perception of the world, and perception of the self. Part IV records some of the consequences of the cultural differences in the face-to-face interaction between Americans and their counterparts. The theme of relativity of assumptions and values is stressed throughout the report by presenting American cultural characteristics in conjunction with variations from other cultures or from American culture itself. (Author/DJB)
Descriptors: *American Culture; Bibliographies; *Communication (Thought Transfer); Counselor Training; *Cross Cultural Training; *Cultural Differences; Cultural Images; Cultural Influences; Foreign Culture; Foreign Student Advisers ; International Education; Interpersonal Relationship; Middle Class Standards; National Norms; *Non Western Civilization; Philosophy; Self Concept; Social Relations; Values

ED056655 HE002655
Report of the Second AID - NAFSA Workshop.
Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.; National Association for Foreign Student Affairs, Washington, D.C.
Mar 1971 56p.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR72
The second AID-NAFSA workshop members included many of the staff of the Office of International Training, 31 Foreign Student Advisors, and 23 other members of NAFSA. The three main objectives of the program are: to improve the capability of the participants by new knowledge and skills; to expose them to modernization and popular participation at community level; and to provide an opportunity to see the U.S. Other concerns included: the protection of the individual participant; possible alienation of a participant by long absence from home; the need for COMSEC to embrace all sections of the community; the need for increase student participation in decisionmaking in community programs; the lack of provision for dependents; and the need for a known point of contact on the campus for AID- university communication. As was intended, the working groups produced a number of recommendations. Other proposals made during the workshops ranged from some of major importance concerning policy to suggestions for minor improvements; but all were of value in contributing to the betterment of the Participant Training Program. (HS)
Descriptors: College Students; *Federal Programs; *Foreign Student Advisers; *Foreign Students; *Higher Education; International Education; Program Evaluation; Program Improvement; Reports; *Student Exchange Programs

ED055525 FL002676
International Exchange: Leaders for Tomorrow. A Review of U.S. Programs for Foreign Students.
Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.
Sep 1971 60p.
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (4400-1383, $.45)
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB72
Programs described in this booklet, the 1970 annual report of the State Department's Bureau of Educational and Cultural Affairs, are indicative of some of the services and opportunities for foreign students studying in the United States. Counseling services available to the foreign students and orientation procedures for incoming students are reviewed. A summary of exchanges and expenditures includes tables on: (1) exchanges with each country, 1949-70, (2) fields of specialization by category of grantee, (3) distribution of grantees in the United States, (4) countries which share costs of exchange, (5) total participants in the program, (6) women grantees as compared to total exchanges, (7) source of funds, fiscal years 1969 and 1970, (8) total funds obligated, fiscal years 1965-70, and (9) expenditures by country, fiscal year 1970. Special sections include reference to leaders abroad who have studied in the United States, 1970 State Department-sponsored programs for foreign students and young leaders, and a profile of the Exchange Program 1970. (RL)
Descriptors: *College Students; *Counseling Services; Federal Aid; Federal Government; Financial Support; Foreign Student Advisers; *Foreign Students; Guidance Programs; *International Education; Orientation Materials; *Student Exchange Programs; Student Placement

ED042388 FL001913
The Student in the International Scene. Abstracts of the International Education Year Conference.
Hope, Lucien W., Ed.
National Association for Foreign Student Affairs, Washington, D.C.
May 1970 79p.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJAN71
This booklet serves as an annual conference report for the National Association for Foreign Student Affairs. Some 58 abstracts of articles, papers, and addresses are presented. Author and title indexes are included. (RL)
Descriptors: *Abstracts; *College Students; *Conference Reports; Conferences; Ethnic Groups; Foreign Countries; Foreign Culture; Foreign Student Advisers; *International Education; International Organizations; International Relations; Speeches; *Student Exchange Programs; Student Personnel Services; Student Personnel Workers

ED040632 FL001805
Report of the AID-NAFSA Workshop for Foreign Student Advisers.
Agency for International Development, Washington, D.C. Office of International Training.; National Association for Foreign Student Affairs.
Nov 1969 36p.
Sponsoring Agency: Agency for International Development, Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIENOV70
This report discusses the proceedings of the first workshop for foreign student advisers in which were stated and explained the policies, procedures, and expectations of participating universities. The activities of the Agency for International Development (AID) and its International Training Specialists are examined in relation to the work performed by the National Association for Foreign Student Affairs (NAFSA) and its Foreign Student Advisers. Matters affecting the AID participant and his program which are of concern to university personnel, other than AID and NAFSA members, are examined. A section comments on cooperation in international training. A list of workshop participants and the workshop program are included. (RL)
Descriptors: Agencies; Articulation (Education); College Students; *Cooperative Programs; *Coordination; *Foreign Student Advisers; Government Employees; Government Role; Guidance Objectives; Guidance Programs; *International Education; *International Programs; Program Administration; *Program Descriptions; Student Personnel Workers; Teacher Workshops; Universities; Workshops

ED025976 FL001070
International Educational Exchange: A Selected Bibliography.
Cotner, Thomas E.
Office of Education (DHEW), Washington, D.C.
1961 120p.
Report No.: OE-14066
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUN69

Books, pamphlets, articles, and public laws and regulations are listed in this selected bibliography. Major attention is given to international fellowships, scholarships, and exchange of persons programs, and to counseling and program planning for exchange visitors from other countries. There is a shorter section for reports on exchange programs. Bibliographies on related fields are identified, and names and addresses are provided for the periodicals and publishers cited. (AF)

Descriptors: *Bibliographies; Books; Counseling Services; Cross Cultural Training; Education; *Exchange Programs; Federal Programs; Fellowships; Foreign Students; Instructional Materials; *International Education; International Organizations; *International Programs; International Relations; Periodicals; *Program Descriptions; Program Development; Scholarships

ED024964 CG002957
Initial Orientation of Foreign Students. Guidelines.
National Association for Foreign Student Affairs, Cleveland, Ohio. Field Service Program.
Sep 1964 13p.
Available from: National Assn. for Foreign Student Affairs, Field Service Program, Room 610, 601 Rockwell Avenue, Cleveland, Ohio 44114 ($0.50).
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAY69

This is a program guide for foreign student advisors and administrators in universities. Foreign students new to the United States should have both initial orientation and long-term continuous orientation. Suggestions for an orientation program are given. A program needs both planning and organization into general, non-academic, and academic categories. A chart is presented designed primarily for the foreign student advisor who has little or no experience with programs of initial orientation. Within the academic and non-academic categories, the chart attempts to diagram a variety of combinations and suggestions. The aim is to provide information about the campus environment and the student's role. Many variations are possible within this framework. Suggestions are also given for financing an orientation program. It is the primary responsibility of the foreign student advisor and others involved in the designing of the program to present the plan to the administrators for their review, and secure total support before the program's implementation. The relevancy of the timing and the ordering of the topics to the students' readiness to learn and adjust are the basic criteria of the program. (Author/EK)

Descriptors: Counseling Services; *Foreign Students; Guidance Programs; *Higher Education; *Orientation; Program Content; Program Design; Program Development; *Program Guides; *Student Personnel Services

ED017035 CG001784
ACADEMIC AND PERSONAL ADVISING. GUIDELINES.
National Association for Foreign Student Affairs, Cleveland, Ohio. Field Service Program.
APR1966 21P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT

THIS GUIDELINE DEALS WITH THE DAY-TO-DAY ADVISING OF FOREIGN STUDENTS. SUCH ADVISING IS THE MAJOR RESPONSIBILITY OF THE FOREIGN STUDENT ADVISOR. THE ADVISOR SEES THAT INSTITUTIONAL RESOURCES ARE BEING WISELY USED ACCORDING TO THE SPECIAL NEEDS AND PROBLEMS OF FOREIGN STUDENTS. THE SOURCES OF SUPPORT, LINES OF COMMUNICATION AND ASSISTANCE, METHODS OF INFORMING NEW FOREIGN STUDENTS ABOUT THE INSTITUTION AND THE FOREIGN STUDENT SERVICES, AND A COMPARISON OF TWO ACTIVITIES (ADVISING AND COUNSELING) ARE DISCUSSED. THE FOREIGN STUDENT ADVISOR ACTS AS A LIAISON BETWEEN THE FOREIGN STUDENT AND HIS ACADEMIC ADVISOR. THE ROLE OF THE ACADEMIC ADVISOR IN THE SOLUTION OF ACADEMIC DIFFICULTIES IS EXAMINED. COMMON DIFFICULTIES INCLUDE INSUFFICIENT KNOWLEDGE OF ENGLISH, A POOR BACKGROUND IN ACADEMIC SUBJECTS, INAPPROPRIATE STUDY METHODS, AND GOAL CONFLICT. TO MEDIATE BETWEEN THE MAINTAINENCE OF ACADEMIC STANDARDS AND SPECIAL PROBLEMS, FLEXIBILITY IN CURRICULUM PLANNING IS NEEDED. THE PERSONAL ADVISING OF FOREIGN STUDENTS IS HAMPERED BY CULTURAL FACTORS AND THE NOVELTY OF THE ADVISING SITUATION FOR A FOREIGN STUDENT. THE KINDS OF PROBLEMS WHICH MAY BE ENCOUNTERED, INDICATIONS OF COPING DIFFICULTY, AND REFERRAL METHODS ARE DESCRIBED. PRINTED AIDS, FOREIGN GRADUATE STUDENT NEEDS, AND INTER-INSTITUTIONAL COOPERATION ARE CONSIDERED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS, 809 UNITED NATIONS PLAZA, NEW YORK, N.Y. FOR $0.50. (PS)

Descriptors: *College Students; Counseling; *Faculty Advisers; *Foreign Students; *Guidelines; Student College Relationship; Student Needs; Student Personnel Services; Student Problems

EDO13415# AC001451
STUDENT PERSONNEL SERVICES FOR ADULTS IN HIGHER EDUCATION.
FARMER, MARTHA L.
1967 1p.
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: CUMREPT

THIS REFERENCE WORK ON PERSONNEL SERVICES IN EVENING COLLEGES INCLUDES PAPERS ON THE HISTORICAL BACKGROUND OF EVENING COLLEGES, AND ON STUDENT PERSONNEL SERVICES, ADMINISTRATIVE ORGANIZATION, ADMISSIONS, STUDENT ACTIVITIES, COUNSELING, PLACEMENT, TRAINING OF PERSONNEL WORKERS, SERVICE TO BUSINESS, INDUSTRY, AND LABOR, FINANCIAL AID, AND THE IMPLICATIONS OF AUTOMATION AND CYBERNATION FOR EVENING EDUCATION AND FOR THE PERSONNEL AND GUIDANCE PROFESSION. THE IMPACT OF ADULT MOTIVATION AND CIRCUMSTANCES, DISTINCTIONS BETWEEN PERSONAL OR PSYCHOLOGICAL COUNSELING AND OTHER FORMS OF COUNSELING AND GUIDANCE, PROFESSIONAL AND PERSONAL REQUISITES FOR STUDENT PERSONNEL WORKERS, THE PLANNING OF ADULT-CENTERED EXTRACURRICULAR ACTIVITIES, AND THE PROBLEM OF ACCESS BY PART TIME STUDENTS TO PRIVATE LOANS, VETERANS' BENEFITS, AND FEDERAL LOANS AND GRANTS UNDER THE REVISED NATIONAL DEFENSE EDUCATION ACT AND THE HIGHER EDUCATION ACT OF 1965, ARE STRESSED. (THE DOCUMENT INCLUDES A SUBJECT INDEX.) THIS DOCUMENT IS AVAILABLE FROM THE SCARECROW PRESS, INC., METUCHEN, NEW JERSEY.) (LY)

Descriptors: Administrative Organization; Admission Criteria; Adults; *Adult Students; Automation; Business; *Counseling Services; *Evening Programs; *Extension Education; Extracurricular Activities; Financial Support; Foreign Students; Guidance Centers; History; Individual Characteristics; Personnel Selection; Program Administration; *Student Personnel Services; Surveys; Testing

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